

STRATEGIES AND ACTIVITIES FOR TEACHING WRITING TO INTERMEDIATE
SECOND GRADE ESL STUDENTS

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Abstract

Writing is an essential skill in the performance of a language. Writing is the domain by which people express in a text what they know, think, or feel. Teaching the process to students of English as a Second Language (ESL) is especially challenging and needs to be carefully planned, considering the particularities of ESL students, and how they learn a second language. Acknowledging that ESL students need extra support in terms of visuals, vocabulary, and sentence structures, among others, facilitate the writing process for ESL students and teachers. Using lesson plans and activities especially designed for ESL students improve their opportunities to succeed as writers. Hence, this project provides a handout with ideas and activities that can be incorporated when teaching writing to second grade ESL intermediate learners. The handout includes five lesson plans to develop an informational text and five lesson plans about how to work a personal narrative, and aids to provide examples of the type of activities that can be incorporated in an ESL classroom and in a general classroom with ESL students.

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Chapter 1: Introduction

Writing in any language is developed through a process whose goal is to communicate to an audience and with a purpose. Thus, writing in a first or a second language such as English has certain characteristics in common such as the importance of knowing how to use the conventions of written English, or others more general to any language, such as deciding a topic, choosing the right words, or modifying the message to deliver to a specific audience (Peregoy & Boyle, 2017). However, there are important differences between how native speakers of English approach writing and the way English learners learn to write in English. For instance, English learners do not possess the same amount of vocabulary or idiomatic expressions in the second language that native speakers possess or lack a sense of the conventions of written English; they may not have read texts in English, or have not been read to in the second language (Peregoy & Boyle, 2017). In accordance with this, not much attention and research have been dedicated to teaching writing to elementary English as a second language (ESL) learners. Therefore “less is known about second language writing in the elementary classroom context, which has received little attention compared to other skills such as reading” (De Oliveira et al., 2016, p. 2). Accordingly, it is a necessity to develop successful writing approaches for ESL learners in the general classroom or in the ESL classroom.

As a teacher who works with ESL learners and their teachers, I observe a lack of knowledge that general teachers have to the way ESL students learn. My main concerns are the misconceptions that I have heard from core teachers about how ESL learners learn and the little

attention that differentiating writing for ESL learners receives in the general classroom along with the dearth of resources to teach writing to ESL students. As an example, general teachers assume that the social English that their ESL students know and use to communicate is enough to perform well and improve their academic English in the classroom, not considering the limitations that ESL students have in terms of vocabulary and the structure of the second language. In addition to that, ESL students are not taught with texts that affirm their cultural and social background, which, as research has indicated, “must be kept in mind to create inclusive learning plans” (Short et al., 2018, p. 3) and help learners maintain their language and respect and celebrate their culture.

Based on the observations mentioned before I have designed a handbook for teachers of ESL and elementary teachers that supports teaching writing informational texts and personal narratives to second grade ESL students whose first language is Spanish. In order to assist ESL learners in the classroom, general content teachers must be aware of the characteristics of ESL learners and the differences between how ESL students and native speaker students of English learn. This handbook discusses the importance of this realization when planning each of the language domains. This handbook contains lesson plans, vocabulary according to the themes developed, suggested activities to work in class, culturally appropriate texts that highlight the culture of ESL students, and differentiated activities and rubrics for assessment. Additionally, it contains some aspects that must be considered when teaching writing to students of other languages. The handbook states that learning to write different types of texts improve the academic language of ESL learners, which is important in developing proficiency in language standards (Short et al., 2018). Moreover, the research included supports the idea that knowing the cultural and social differences of our students is relevant when planning lessons for ESL learners

and significant when teaching writing to ESL learners. The texts that accompany the lessons are translated into Spanish and English. This strategy suggested as part of the Integrated Content-Based Instruction (ICB) method suggests the use of native language texts to offer additional support and facilitate the comprehension for the students (Herrera & Murry, 2016). Additionally, this handbook offers effective ways to assess a student's writing. The handbook was designed on the principle that academic language is important in order to study content through English as well as necessary to understand textbooks, nonfiction texts, instructional videos, among others (Short et al., 2018) and is developed through reading and writing.

The handbook describes the characteristics of an intermediate ESL writer according to the *Writing Traits Matrix Based on Six Traits Models Adapted for Beginning, Intermediate, and Advanced English Learners* by Peregoy and Boyle (2017). The lesson plans and activities provided follow the Sheltered Instruction Observation Protocol model (SIOP) description of effective practices in the ESL classroom: preparation, instruction, practice and application, lesson delivery, and review and assessment (Herrera & Murry, 2016). In addition, this guide discusses the importance of offering tools to encourage students to research their cultural and social background empowering them to use their voices to share their cultural and social stories in the classroom. Additionally, developing the writing skill in this handbook is seen as a process, divided into composing, revising, and publishing of a product. It is worth noting that because of the similarities existing between writing in a first and a second language, successful writing strategies designed for native speakers of English can be transferred to ESL learners with the adequate modifications (Peregoy & Boyle, 2017). Finally, this project aids teachers to consider varied resources to teach writing to ESL students and it benefits my own practice as I continue my research to implement a successful writing model in my classroom

Chapter 2: Literature Review

Writing is the process by which people express what they know, think, or feel. Writing starts with an idea, and involves a variety of lexical and grammatical skills as well as cohesion, coherence and mechanics; it also requires much practice (Lystiani, 2018). Taylor (2009) explained that “in writing we bring knowledge into being, we record and preserve it” (p. 2). Parrish (2004) stated that “being an independent writer is a necessity for anyone who wants to go to school or attain and hold onto employment” (p.125). Thus, writing, along with reading, helps develop academic language, the more difficult language to learn and succeed in school (Short et al., 2018). Although much has been said about writing in elementary classrooms, the numerous approaches and authors, one main concern is that little research has been done on teaching writing to ESL elementary learners, with only a few articles and books focused on both second language writing and Kindergarten through sixth grade instruction (De Oliveira & Silva, 2016). General elementary core teachers lack the knowledge about how ESL students learn as well as the differences and similarities between how ESL learners and native speakers of English learn. The dearth of research on what ESL elementary writers need and how to prepare general teachers to teach ESL learners means that educators must be creative in devising lesson plans that address these learners' needs (De Oliveira & Silva, 2016).

How ESL Students Learn

To understand how ESL students learn it is important to first highlight the learners' characteristics. Herrera and Murry (2016) defined ELL as "a term for individuals who are in the process of transitioning from a home or native language to English" (p. 6). Although Herrera and Murry (2016) have shown a preference for the term CLD students because of the inclusion of the social and cultural characteristics of ELLs, this chapter uses the term ESL learners. An ESL learner is "a student whose culture or language is different from that of the dominant culture or language in U.S. society" (Herrera & Murry, 2016, p. 8). These students need additional support in the English language in order to develop the four language domains: listening, speaking, reading, and writing. The Department of Education of Newfoundland and Labrador (2009) emphasized that no ESL student is typical, coming from varied linguistic and cultural backgrounds and that their various life experiences can enhance the life of their schools considerably. An important consideration must be given to what Herrera and Murry (2016) described as the sociocultural dimension of ESL learners. Herrera and Murry (2016) described the sociocultural dimension of ESL learners as sociocultural factors and variables that influence ESL students' adjustment to school and their ability to succeed academically.

The website *Colorin Colorado* (2019), focused on supporting ESL learners, has explained that ELLs may have unique social, emotional, and academic needs based on their past experiences. ESL students might be part of one or more of the following groups: refugees, migrants, students with interrupted education, newcomer immigrants, unaccompanied children, and internationally adopted students. Some ESL students have received a formal or high-quality education in their country of origin and know the English language, and others have been displaced from their country of origin and may have gaps in their schooling; they have suffered

traumas, are culturally different, and may suffer from anxiety, prejudice, and discrimination based on the color of skin, nationality, or language (Department of Newfoundland and Labrador, 2009). Consequently, such aspects must be considered when planning lessons for them.

Knowing how ESL students learn is to know the effect of the sociocultural dimension of the ESL learners on their instruction. Well-informed teachers are aware of the importance of the sociocultural dimension in the lives of ESL students and families and take them into account as they plan differentiated activities (Herrera & Murry, 2016). Subsequently, teaching ESL learners is an activity that includes acquiring knowledge about the characteristics of the target students and planning activities that meet their needs. To put it another way, teachers must understand the process of learning a second language, the similarities and differences between learning a first and a second language and how this changes the way teachers plan and develop their instruction in the ESL classroom or general classroom with ESL students.

After reviewing the characteristics of ESL learners, the next step is to emphasize how they learn. Teachers must understand that not all ESL learners will reach proficiency in the second language at the same speed, and their learning styles differ according to the influence of their home culture (Herrera & Murry, 2016). ESL learners need visual aids and hands-on experiences that support their learning. Additionally, they need to be involved in interactive settings that allow them to practice the new language. One way to accomplish this is by providing the tools for students to use the structure of the language in academic contexts and receive feedback to be used in future oral and written interactions (Harper & Jong, 2004). ESL learners also benefit from working on the construction of meaning, learning in context, understanding the relevance of new information, connected to students' prior experiences, and the emotional connections that they make with what they learn (Herrera & Murry, 2016). ESL

students also “benefit from the explicit teaching and modeling of basic figurative language, common idioms, irregular verb tenses and the writing process” (ELD Strategies, 2011). Teachers also facilitate learning when they include the language of instruction and interaction with the home language of the students, find materials such as books and movies that deal with the life experiences of children, and design lessons in which learners work in cooperative groups such as in pairs, or small groups (Glasgow et al., 2006). Acknowledging, highlighting and celebrating the diverse literacy and communication backgrounds of ESL learners are ways to support the development of students' literacy (Glasgow et al., 2006).

Essentially, teachers of ESL learners must be aware of the similarities and differences in the way ESL students and native speakers of English learn. Discerning teachers are aware that ESL learners are affected by their background, and approach teaching of ESL learners considering their characteristics. Effective teachers of ESL students implement the strategies and approaches that aim to reduce their students' anxiety along with increasing the academic language of the students. Successful teachers of ESL learners use the knowledge they acquire about their ESL students as tools to support their teaching.

Characteristics of an Intermediate ESL Writer

ESL writers are classified according to the skills or levels or proficiency that they possess in the second language in terms of writing. ESL experts and organizations have named these levels of proficiency differently based on the characteristics of each level. Peregoy and Boyle in *Writing Traits Matrix Based on Six Traits Model Adapted for Beginning, Intermediate, and Advanced English Learners* described intermediate ESL writers as students who have developed fluency in their writing. At the intermediate level, writers are able to write numerous detailed

sentences with some clarity in the theme, and divide their texts in a beginning, a middle and an ending (Peregoy & Boyle, 2017). Intermediate ESL writers also use a short variety of vocabulary about the topic, write varied, complex sentences containing a few or no errors, and have some sense of grammar (Peregoy & Boyle, 2017). ELD Strategies (2011) described five levels of language proficiency in the second language: beginning, early intermediate, intermediate, early advanced, and advanced. ESL Strategies (2011) defined students at the intermediate level of English proficiency as able to use academic vocabulary and content in more complex sentences with diverse and complex sentences and to make sporadic grammar errors in speaking and writing. In the same vein, the WIDA Consortium (2007) has divided the English proficiency levels into six categories: entering, beginning, developing, expanding, bridging, and reaching. The WIDA Consortium (2007) has suggested that [a student at the expanding proficiency level is able to]

Process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support (WIDA Consortium, 2007, p. iii).

At this stage, students and teachers start to focus on spelling, grammar, and punctuation during the editing part of the writing process; spelling is fairly standard although still imperfect, and the students' sentences may show more errors in punctuation, grammar, and usage especially because students are using more advanced vocabulary and producing more writing (Peregoy &

Boyle, 2017). Similarly, the American Council on the Teaching of Foreign Languages (ACTFL, 2012) determined five levels of proficiency in the four domains of the English language. The four levels are distinguished, superior, advanced, intermediate, and novice. ACTFL (2012) stated that ESL learners in the intermediate level of writing use basic vocabulary and present tense to compose simple messages, letters, notes, questions and answers, to communicate simple facts and ideas carelessly connected about their personal interests and social needs. Overall, a writer at the intermediate level of proficiency knows vocabulary with which they construct basic sentences about personal experiences or simple academic topics, uses present time to write short communications, has imperfect spelling and shows errors in punctuation and grammar, and their writing still sounds like spoken English.

Effective Writing Activities for ESL Learners

Writing is a complex task that requires major effort, knowledge of the rules to write correctly, and processing of language. Robertson (n.d.) explained the relation between writing and language development in the following terms: a student begins by developing listening skills (input), continues with speaking, then reading (the correspondence between sound and symbol in the second language) and finally writing (the capacity to express their ideas in paper); this is true for the majority of them. Robertson (n.d.) emphasized the influence that the culture of ESL learners has on the way students organize their ideas in a text. Additionally, Peregoy and Boyle (2017) explained that there is a similarity between learning to write in a first language and a second language, and the more control ESL students gain over the second language, the more similar their writing looks to the second language. However, a number of differences between learning to write in a first and a second language can be pinpointed. Peregoy and Boyle (2017)

highlighted that students new to English can have limited vocabulary and syntax, do not recognize idiomatic expressions in the second language or “may not have a feeling for the way English conventionally translates into written form” (Peregoy & Boyle, 2017, p. 290). That is to say, ESL learners are able to write before being proficient in English and although they have not mastered English grammar, they create meaningful communication through their texts and can express their ideas and thoughts (De Oliveira et al., 2016).

In teaching writing to ESL learners, Harper and De Jong (2004) advised that teachers must:

- Know that there are different types of learners, for instance, those who learn through written texts and those who learn through oral communication, and require different kinds of support in writing. For all these students teachers should write instructions on the board as well as offer oral explanations.
- Establish language and content objectives for each unit of study.
- Attempt to learn about how the culture of their ESL learners structure writing, and the similarities and differences between the two languages.
- Make linguistic and cultural modifications to the literature presented to ESL learners.
- Provide adequate scaffolded opportunities for ESL learners to use academic language.
- Offer good literacy practices such as following process writing and writing dialogue journals (pp. 155-159)

Along with these points of emphasis, teachers may also consider differentiating the instruction by modifying the difficulty of the language and the tasks demanded. They might also teach and use the writing process in the classroom (Harper & De Jong, 2004).

Peregoy and Boyle (2017) affirmed that young writers benefit from working with the writing process because they receive help from peers and teachers, learn from each other, and their writing improves, as a result. However, this improvement is accomplished only when the writing process is seen as a group activity in which students have brainstormed ideas together, revised their papers, and shared their final products. In a study conducted on published research in elementary, secondary, and tertiary schools in China, Zhang and Cheung (2018) found the following aspects as the most successful in teaching writing in the classroom: recognizing their students' affective and cognitive factors that affect their learning, receiving training in teaching writing, and offering authentic writing tasks that promote the students' critical thinking ability. Neuman (2014) considered the importance of setting up a writing area within the classroom in which all the tools that a student needs to write are accessible to them. Neuman (2014) also considered modelling good instruction as vital to encouraging writing in the students as well as to practicing in accordance with corrective feedback. Students also need to have opportunities to learn information and write about information (Neuman, 2014).

Another important aspect is to practice writing across the curriculum, for instance, for math, or a science experiment. Moats (2014) stated that it is important to have the child think out loud about what they are going to write, the words they are going to use, and the main points they are going to develop in their text. ESL students need to possess the lexical equipment to communicate what they think (Kim, 2012). They benefit from observing native speakers' writing and using the prefabricated phrases that native speakers use (Kim, 2012). Another tool that Kim (2012) suggested is the use of common phrases in academic writing. These templates introduce students to the use of certain verbs, expressions, and transitional words that are part of academic writing.

Moreover, Seravallo (2017) considered establishing ten goals when teaching writing. These goals are arranged according to what Seravallo called a hierarchy of action in which students receive support according to the area in which they need most support, and it does not necessarily work from bottom to top. The goals establish the development of activities such as the use of sketches and illustrations when the students are in their prewriting stage, generation of ideas and topics by the students, establishment of the purpose of their writing, discussion on the importance of knowing the right structure of the text, and elaboration and choice of the right words (Seravallo, 2017). The last two levels consider the importance of spelling and grammar as the focus of attention, but only in the editing part of the process and the importance of collaborative groups with the purpose of finding support and ideas among the students (Seravallo, 2017). De Oliveira (2017) referred to this stage of collaboration as an opportunity for students to construct texts together, “negotiating ideas, writing and revising” (De Oliveira, 2017, p. 3). Surely, the most effective writing activities for intermediate ESL writers imply the implementation of collaboration among peers, development of ideas or topics of different genres, structured with the help of the teacher, differentiation based on the learning style of the students, and presentation of the lexical, grammar, and vocabulary that is part of the language of each genre.

Assessing an ESL Learner’s Writing Skills

Assessing an ESL learner’s writing skills is an ongoing process but has not yet been the object of much inquiry (Huot, 2002). Moats (2014) considered meaning as the most important issue when assessing an ESL student’s writing. Teachers need to know about story genre when they assess the stories of their students: does the story have a beginning, a challenge, events, a

problem and a resolution? (Neuman, 2014). When students attempt to write informational writing teachers must make comments to that child's writing based on the medium of the text and how the message has been delivered (Neuman, 2014). Plakans and Gebril (2015) stated that classroom writing assessment is a continuing process that must be thought as a tool that facilitates self-awareness for the students, aids them identify their strengths and learning needs, and determines the teacher's further instruction. Crusan and Matsuda (2018) stated that teachers need to be knowledgeable about good assessment practices. Teachers need to know how to create writing-assessment instruments that truly measure what they are attempting to measure, how to use assessment results to inform teaching and learning, and how to communicate assessment results to the group involved. Good assessment practices can also provide evidence of successful teaching (Crusan & Matsuda, 2018). Classroom assessment is divided into three types: assessment of learning or summative assessment, assessment for learning, and assessment as learning, known as formative assessment (Crusan & Matsuda, 2018). Finally, assessment is not only the teacher's responsibility, but also the student's and one that enhances their learning by helping writers reflect on their own writing process (Crusan & Matsuda, 2018). In the end, it is important to understand that assessment of writing is an ongoing process that involves teachers and students. The use of tools such as rubrics, that are presented in advance to the students, formative and summative assessments, offer the students the opportunity to observe and reflect on their work and progress, helping them become aware of their own writing process.

Knowing ESL Students' Background

One important part of delivering successful instruction in writing for ESL learners is to know their characteristics. ESL learners come from many countries, many were born in the

United States, while others came to the country due to a variety of reasons. Breiseth (2016) confirmed that knowing about the academic, cultural, and social background of the ESL learners as well as their traditions, interests, personality, family circumstances, and background of the student's country is relevant to planning and delivering lessons in the classroom. English learners need to participate in interesting, relevant lessons that are presented in a way that allows them to improve their academic performance and become successful members of their school (Echavarria & Vogt, 2010). Practicing what Hammond (2015) coined as a *culturally responsive teaching* plays an important role as it is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge and scaffold to connect what the student knows to new concepts and content” (Hammond, 2015, p. 15). The educator understands the importance of having a social-emotional connection to the student in order to create a safe space for learning (Hammond, 2015).

This information also aids teachers to create a welcoming classroom environment in which students and their families engage, find confidence in what they do as well as allows classmates to learn from each other. It improves classroom management and interaction teacher-student by explaining certain students’ behaviors based on their cultural background, and reduces the affective filter of the students as they try to acclimate to a new classroom and maybe a new country and culture. Cipriani-Sklar (2008) explained that all students bring something to offer to the classroom and it is important that teachers familiarize with their backgrounds in order to connect the literacy experiences of their students and use them to build knowledge in the classroom (para. 2).

Robertson (2008) established some steps to get to know ESL students' background.

According to Robertson (2008), a teacher of ESL students must research the students' countries of origin, sociocultural background, and educational systems as well as the historical figures, artistic traditions, geography and biodiversity of their students. These teachers, Robertson (2009) stated, may use different forms of art such as music or literature to discuss cultural traditions and to start discussions comparing and contrasting their similarities and differences, to talk about political events or to retell stories and to compare different versions of similar and famous stories. Educators must design environments which promote civic and social engagement that leads to relational transformations and equity in order for plurilingual learners to achieve academic success" (De Oliveira, 2019, p. 18). Ultimately, knowing the background of ESL learners allow teachers to plan and deliver an effective instruction based on the particularities of their students.

The Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) is part of a variety of sheltered instruction methods designed to fulfill the needs of ESL teachers or general teachers who have ESL students in their classroom. SIOP is the most common model in the United States Kindergarten through twelve schools and has shown its efficacy in attending the academic needs of ESL learners throughout the country (De Oliveira, 2019). The research-based model is focused on providing the tools for ESL teachers to plan and deliver instruction in content areas to ESL learners and learners in general who need to reinforce their academic language and literacy skills (Echevarria, 2016). The project responds to the needs of general content teachers who unintentionally pay less attention to the needs of the ESL learners in their classes (Short &

Echevarria, 1999). SIOP has helped teachers acquire the knowledge skills to support ESL learners in content areas at the same time that they learn the language (Daniel & Conlin, 2015). SIOP is a method that seeks to combine the best philosophies, strategies, and techniques that recognize the many challenges that ESL learners encounter and to promote and help ESL students reach their academic and career potentials (Herrera & Murry, 2016). The model aims to develop academic language proficiency in the second language and academic achievement in the content areas through the delivery of a high-quality education, to protect English learners from increasing their affective filter, and to provide the tools to develop a dynamic, communicative learning environment that targets language development, literacy, and academic learning (Herrera & Murry, 2016). SIOP emphasizes both language and content objectives, and includes hands-on activities, cooperative learning, guarded vocabulary, and visuals (Herrera & Murry, 2016). According to Echevarria (2017) SIOP was developed to provide teachers with a sound method for planning and delivering significant lessons that offer varied opportunities for students to develop academic English skills across reading, writing, listening, and speaking. A central objective of SIOP is to integrate students' background experiences, language, and culture into the lessons (Echevarria, 2017). By planning with the SIOP model teachers design and deliver lessons "that address the academic and linguistic needs of English learners" (CAL SIOP, 2018). SIOP is based on six principles of instruction that foster language development in ESL learners. Echavarria and Vogt (2010) explained these principles that a teacher of ESL learners should follow:

- Principle one: The teacher provides opportunities to promote oral language competency, through the interaction between ESL learners and native speakers of

English. This supports their language development in the four domains of the language and impacts all sides of their education.

- Second principle: The teacher seeks to plan lessons considering the background knowledge and past experiences of the students.
- Principle three: The teacher pursues to provide explicit and contextualized vocabulary instruction instead of in isolation.
- Principle four: The teacher supports teaching meaningful, comprehensible, and accessible lessons by adjusting the speed of the language used, modeling, using gestures, repeating and reducing the complexity of the language, providing visuals and hands on materials.
- Principle five: The teacher proposes to provide opportunities for ESL learners to develop their critical thinking and demonstrate their learning.
- Principle six: The teacher assesses English learners frequently, before, during and after lessons, and modifies instruction according to the outcomes of the assessments.

Effective teachers consider many different factors when creating lesson plans and address the three critical aspects of the teaching process, according to SIOP: preparation, instruction, and review and assessment (Herrera & Murry, 2016). During the preparation, the teacher integrates content and language objectives, finds appropriate content concepts and supplementary materials, and adapts lessons to all levels of proficiency in English (ELD Strategies, 2011). In the instruction stage, the teacher considers the use of the appropriate techniques and methodologies to make to develop comprehensible input (ELD Strategies, 2009). In the final stage, the teacher

reviews and assesses key vocabulary, key concepts, offers feedback to the students about the new content, and gives formal and informal assessments (ELD Strategies, 2009). As a result, SIOP offers teachers the tools to develop suitable plans and adequate instruction, increasing the success of ESL students in the ESL classroom or in the general classroom by aiming to knowing and using the academic language that ESL learners need in the school.

Chapter 3: Project Design

In this chapter, my goal is to explain my reasons for designing a handout with lesson plans to develop informational and personal narrative text lesson plans for ESL teachers and general teachers of ESL intermediate second grade writers who are native speakers of Spanish. It is a reality that general teachers or content area teachers are not prepared to work with students who are speakers of other languages. Staehr (2014) stated that general content teachers do not usually have the knowledge to work with ESL students. Additionally, these core teachers rarely see themselves as teachers of language (Short et al., 2018). In addition, general content area teachers lack the knowledge to differentiate instruction for ESL learners based on the characteristics of ESL students and the differences between how they and native speakers of English learn the language. Teachers of ESL learners must receive tools to help them become aware of how the process of acquiring a second language works. Teachers of ESL learners also need to understand how to plan and deliver their instruction based on the knowledge that the home languages and cultural backgrounds of their ESL students are valuable resources to use in the classroom (Short et al., 2018). Therefore, ESL learners benefit from specific practices that their teachers have developed for them considering their unique characteristics (Staehr, 2014).

This handout will be a tool for teachers to aid them in developing instruction to improve the writing domain of ESL learners in the second language as well as to help students acquire the academic language needed for success at school. Academic language is important in school because it is the language of the classroom and texts (Scarcella, n.d.). Academic language is also

the door to challenging content in the school (Staehr, 2014). Consequently, academic language comprises vocabulary specific to a content, grammar, punctuation, and conventions of the language (Herr, 2007). Thus, an important part of lesson planning must be devoted to including activities that aim to improve the academic language, not merely the social language of ESL learners in the general classroom.

The lesson plans in this handout will follow the eight components of lesson design and delivery researched by the Sheltered Instruction Observation Protocol (SIOP) model developed by Deborah Short, MaryEllen Vogt and Jana Echevarria in 2004. The eight components are lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment (Echevarria, 2016). The SIOP model offers a system for lesson planning and delivery that combines best strategies and activities for teaching academic language and helps students become successful in school (Short et al., 2012). SIOP provides teachers with the tools to make informed decisions about their practice and to make modifications according to the needs of their students. These practices and modifications include activities that Deborah Short (2018) developed in the book *The Six Principles for Exemplary Teaching of English Learners*. Echevarria (2018) considered that the Six Principles and SIOP are aligned in pursuing the same objectives for students by requiring teachers to know their learners, create conditions for their students' learning, design and modify lessons to accommodate all students, assess the students' performance during and after the delivery of a lesson, and engage in professional development. Consequently, good ESL teachers reflect on these principles and plan their lessons considering the particularities of ESL students and how they learn.

The final product of this project is a handout that will start by providing teachers information about the characteristics of ESL learners and how they learn, and some differences and similarities between ESL learners and native speakers of the English language. The handout will use the SIOP model to develop five lesson plans that address how to write personal narratives that consider the stories of the ESL learners, and five lesson plans asking students to write informational texts about a topic related to the countries of origin of second grade ESL intermediate writers. The lesson plans will differentiate the instruction by using texts related to the culture of the students. The lesson plans will also contain the same texts translated to Spanish as extra support for the ESL learners. Echeverria (2018) considered that the use of material in the native language of the students was beneficial for the interactions with students. The lesson plans will also contain opportunities for formative and summative assessments as well as rubrics to implement with the summative assessments. These lesson plans will benefit general teachers of ESL students by offering tools and ideas to make their planning more specific and consider the cultural, social, and literacy background of their ESL students.

Chapter 4: The Project

This project is a handout of lesson plans and activities to teach writing to elementary ESL students at an intermediate level. The handout is offered primarily to general teachers of ESL students but also to ESL teachers. The purpose of this project is to introduce ideas and suggestions for teachers of ESL students to work in the classroom considering that ESL learners must receive specific instruction and extra support in terms of visuals, extra vocabulary and language objectives that help them develop academic language in the classroom. The project pretends to raise awareness within the school community about the importance of differentiating instruction for ESL students. The project also seeks to remind teachers of the importance of informing themselves about the cultural and social background of their ESL students when planning lessons for them in any of the four domains of the language.

The project contains five lesson plans on how to write a personal narrative, and five lessons plans on how to write an informational text. The visuals, worksheets, vocabulary and other activities proposed in the lesson plans are included in the handout. The project expects to contribute to the exploration of additional resources when planning and delivering lessons for ESL students and to contribute to discussions about how to address teaching not only content but also a second language in the classroom.

Writing Lesson Plan 1 - Informational Writing

What is Informational Writing? - Where is my country of origin on the map?

Grade Level	2- Intermediate
Subject	Writing an informational text- What is Informational Writing? Where is my country of origin on the map?
1. Preparation	
Content Objectives	<p>W.2.2</p> <p>We will write informative /explanatory texts in which we will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, we will organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, we will focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6</p> <p>We will recall information from experiences or gather information from provided sources to answer a question.</p>
Language Objectives	<ul style="list-style-type: none"> → We will be able to plan writing by breaking topics into subtopics (table of contents). → We will be able to introduce a topic. → We will gather information from a source to increase our own knowledge about our writing topic. → We will be able to read texts about a topic. → We will be able to write a concluding statement.
Materials	<ul style="list-style-type: none"> • Anchor chart: definition of Informational Writing. • Vocabulary cards: nonfiction, informational writing, information. • Images: animals, nonfiction book, a kid writing, tourist places.

	<ul style="list-style-type: none"> • The website crwflags.com has Spanish speaking countries flag in three sizes. • The blog spanishmama.com offers a freebie of all the flags of Spanish speaking countries. • World Map. • Assessment of key vocabulary.
2. Instruction	
<p>Building Background (15 minutes)</p> <p><i>Key Vocabulary: nonfiction, information, informational writing.</i></p>	<ul style="list-style-type: none"> ✓ The teacher will present some images for students to observe: <ul style="list-style-type: none"> ○ Images of animals, nonfiction books, a kid writing. ✓ The teacher will ask students to say all the words they can think of when they see the images. ✓ The teacher will point specifically at certain images and will ask what words the students can think of when they see such images. ✓ Students should be able to mention words like nonfiction, animals, writing, among others. ✓ The teacher will write the words on the board and will ask what the students think the class will be about based on the images and the words they just said. ✓ The teacher will explain that the class is going to start informational writing. ✓ The teacher will ask what informational writing means for the students, based on what the students know, the images the class saw, and the words on the board, asking if the word information gives any clues, and what kind of information do informational texts contain. ✓ The students will discuss with a partner what informational writing means and will create a poster that they will present to the class. ✓ After presenting the posters all the class will work on the definition of informational writing which will be displayed on a big anchor chart on a wall in the classroom. ✓ Students will write the class definition of informational writing and will put it in their portfolios. ✓ The words information and nonfiction will be posted on the vocabulary wall or word wall.
<p>Comprehensible Input (20 minutes)</p>	<ul style="list-style-type: none"> ✓ The teacher will explain the class that they will be writing informational texts about the country of origin of the students.

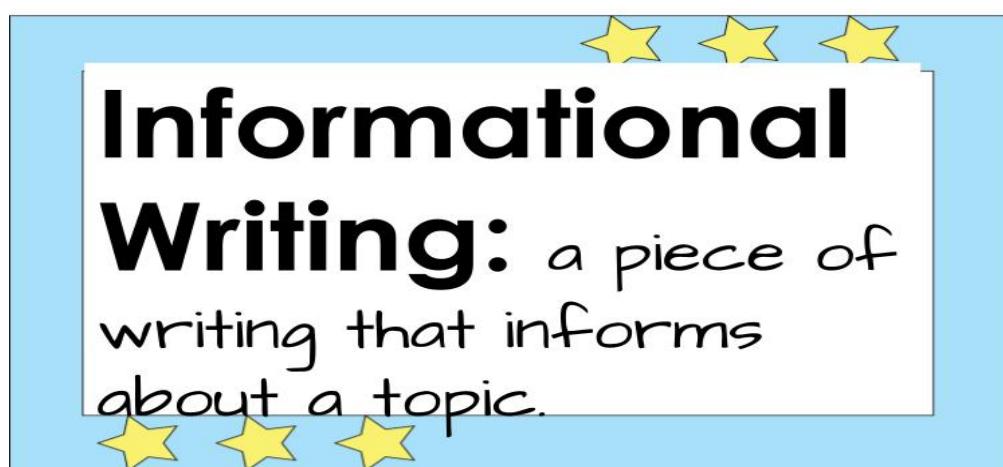
<p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will ask each student where they are from (the teacher already knows this information) and will show each country on a world map. ✓ Students will work with a native English student in talking about what they know about their country. ✓ ESL students might have some knowledge of their country of origin or none at all. ✓ The teacher will explain that this activity will allow Spanish speakers to know more about their country of origin and present their information to the rest of the class. ✓ The students will find their country of origin on a padlet. ✓ The students will receive the flag of their country to color. The teacher will display the flags (or flags may already be displayed in the classroom) for the students to color the flag. ✓ Students will keep their world map and flag in their portfolio. ✓ The teacher will explain that the students will be writing informational books on natural diversity of their countries of origin. ✓ The teacher will show pictures of natural diversity, places such as mountain systems, beaches, cities to give the students an idea of what they will be writing about.
<p>3. Review and Assessment (10 minutes)</p> <p>(Review of Key Vocabulary)</p>	<ul style="list-style-type: none"> ✓ Formative assessment: <ul style="list-style-type: none"> • Students' discussions about the meaning of informational writing. • Students' interactions with their peers. ✓ Summative assessment: <ul style="list-style-type: none"> • Assessment of key vocabulary: What are examples of informational writing? What is fiction/ nonfiction?



informational

writing is

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Informational Writing

Name: _____ Date: _____

Directions: write in front of each sentence whether it is an example of informational writing or fiction. Look at the example.

Polar bears live in the Arctic and eat seals.

Informational writing

1. Suddenly, my friend Tatiana looked at me and said: "There is a bear behind you".

2. She was so excited to see her friends that she forgot the floor was wet and fell.

3. Hawaii is an island in the Pacific Ocean. It belongs to the United States of America.

4. Volcanoes are mountains with lava inside. Not all volcanoes are dangerous.

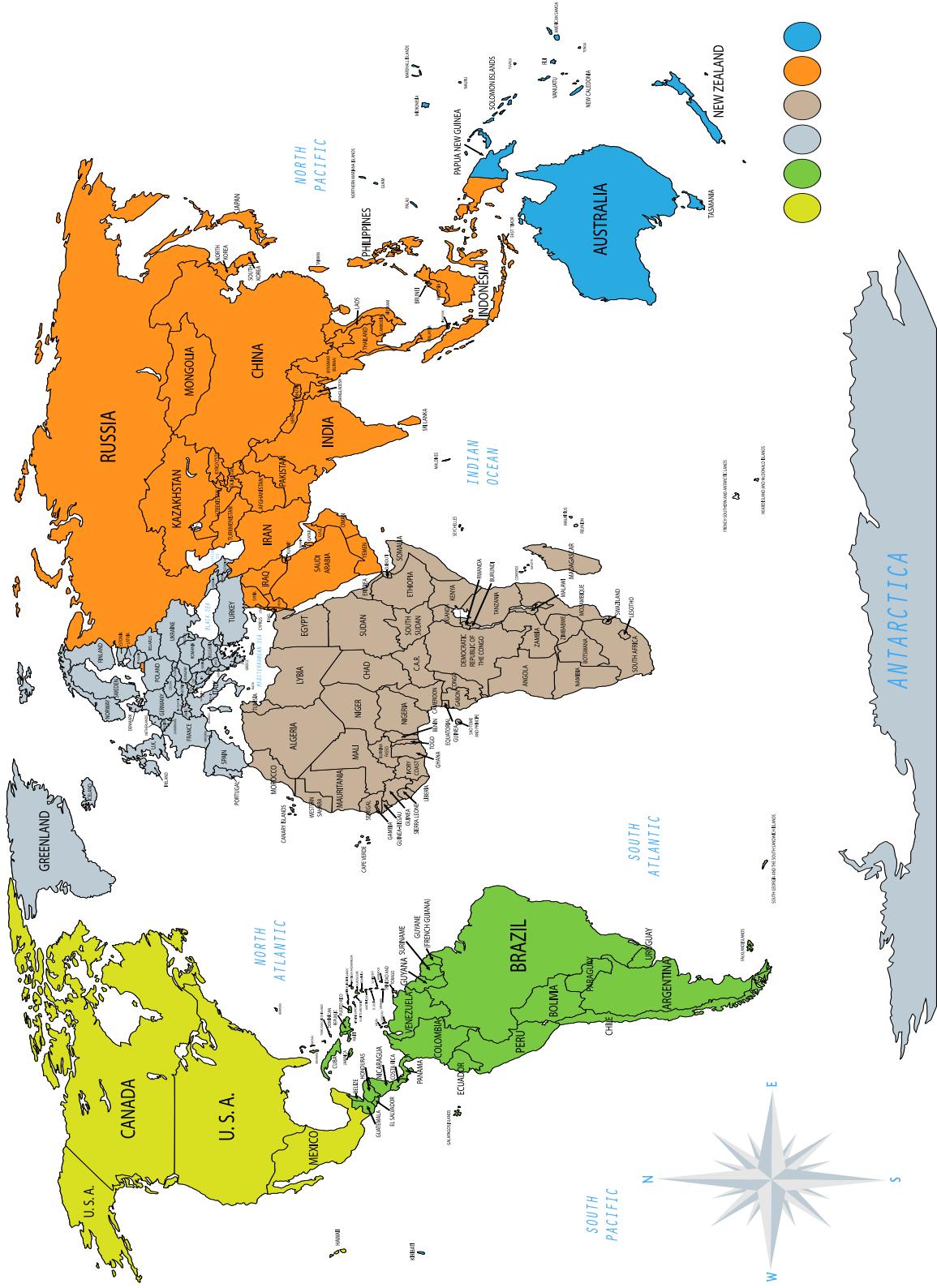


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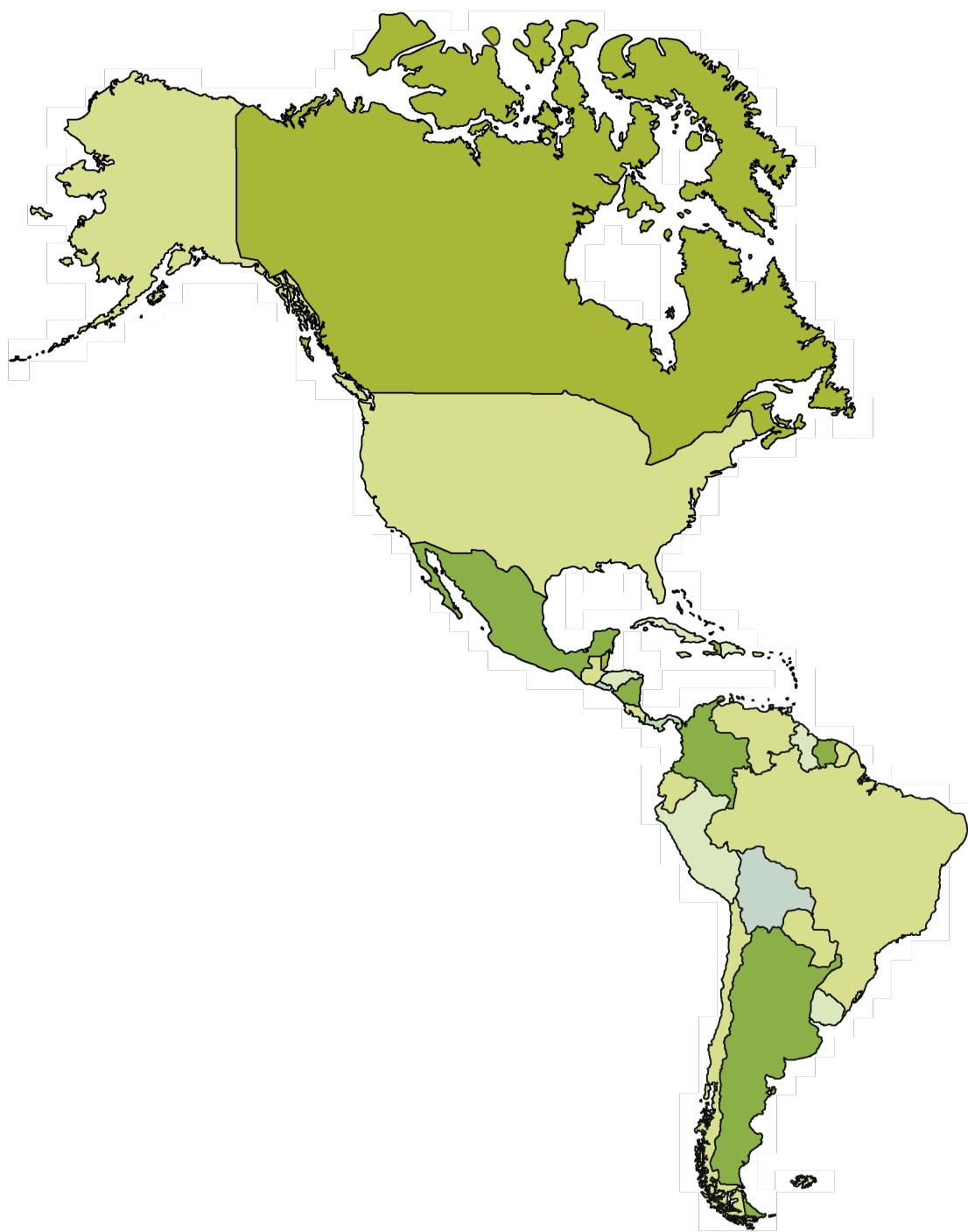


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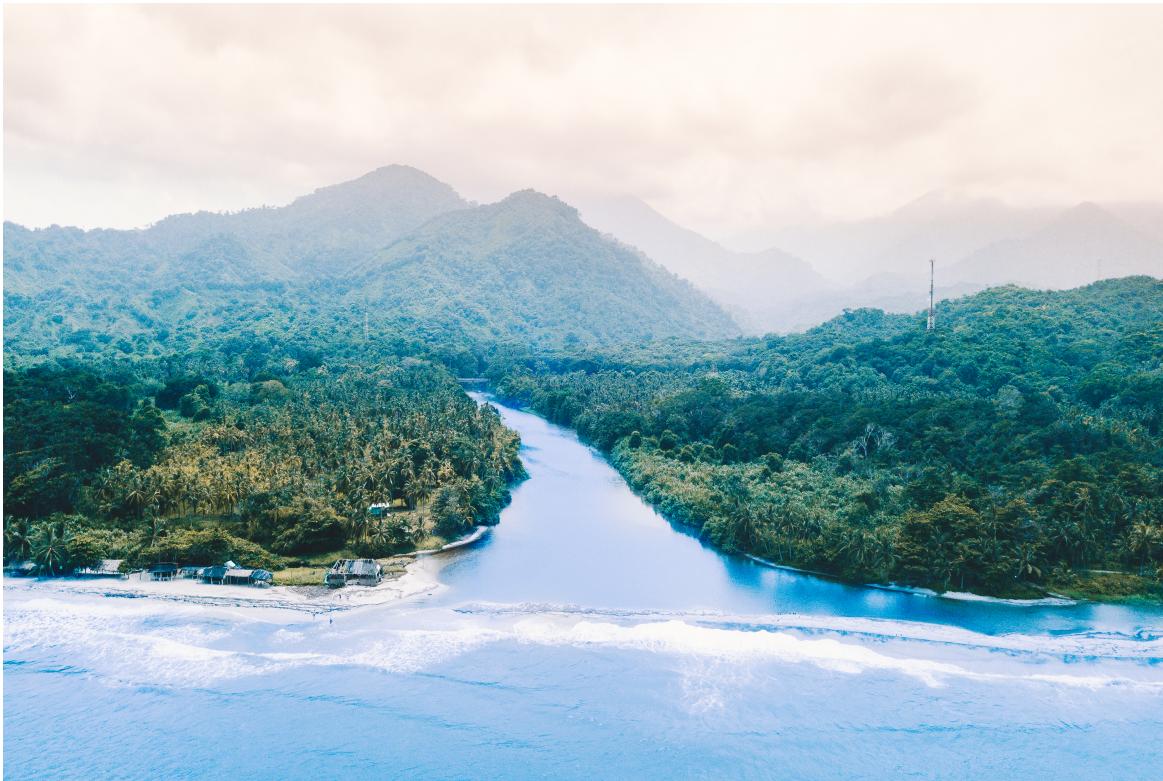


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Writing Lesson Plan 2 – Informational Writing

Writing an Introduction

Grade Level	2- Intermediate
Subject	Writing an informational text- Writing an Introduction
✓ Preparation	
Content Objectives	<p>W.2.2</p> <p>We will write informative /explanatory texts in which we will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>c. With guidance and support from adults, we will organize information and ideas around a topic to plan and prepare to write.</p> <p>W.2.6</p> <p>We will recall information from experiences or gather information from provided sources to answer a question.</p>
Language Objectives	<ul style="list-style-type: none"> → We will be able to plan writing by breaking topics into subtopics (table of contents). → We will be able to introduce a topic. → We will gather information from a source to increase our own knowledge about our writing topic. → We will be able to read texts about a topic.
Materials	<ul style="list-style-type: none"> • Cards for memory game with the vocabulary of the lesson. • Vocabulary cards: table of contents, subtopics, introduction. • Model texts. • Worksheet with question and bubbles to write the two places chosen. • Draft worksheet: Introduction • Draft worksheet: Table of Contents • Assessment: Write the word that corresponds to the definition.
✓ Instruction	

<p>Building Background (15 minutes)</p> <p><i>Key Vocabulary: table of contents, subtopics, introduction.</i></p>	<ul style="list-style-type: none"> ✓ In pairs, the students will play a memory game. They will receive some words to match to the corresponding definition. ✓ As a whole group the teacher will check the activity with the students. ✓ The teacher will ask how the words from the vocabulary help readers read a text, and will focus on table of contents, subtopics, and introduction. ✓ The teacher will write the definitions of subtopic, table of contents, and introduction and will post the word cards on the word wall or vocabulary wall. ✓ The teacher will explain that the two places chosen will be considered subtopics of the main text. ✓ The teacher will explain that after choosing their places they will write them down in a table of contents template provided.
<p>Comprehensible Input (25 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will present a text about a Hispanic country and popular places to visit. ✓ The teacher will tell students that they will receive a text with information about popular places in their country of origin. ✓ Other online sources where information about Hispanic countries can be found are: <ul style="list-style-type: none"> → epic, NCWise Owl, KidRex, Culture Grams, National Geographic for Kids, Fact Monster. ✓ The teacher will explain that after reading the text, the students will have to answer these questions about the text: <ul style="list-style-type: none"> → After reading, what is something important you can say about your country? → Choose two places that you found interesting. ✓ The teacher will model choosing two places from the text, talking about how interesting a place sounds, or that it would be nice to go visit that place. <ul style="list-style-type: none"> • Hmm...I really like what the text says about this place. I would like to go there. I think this is my first choice.

	<ul style="list-style-type: none"> ✓ The teacher will ask students to write something important about each of the two places that they found interesting. <ul style="list-style-type: none"> • Think about what you read, reread if necessary, and write in your own words what you remember. You can also find information in other sources about that place. ✓ The teacher will read the text and model answering the questions. ✓ Students will receive their text and the question about their country of origin (worksheet). ✓ The teacher may prerecord the texts for the students to listen to it along with reading it. ✓ Students will read and answer their questions. ✓ Students will share their answers with the teacher. ✓ The teacher will call the students back to whole group and explain that the questions answered about the text will be used to write the introduction, two facts about two places in their country, and the table of contents. ✓ The teacher will model how to write the introduction with the important information about a country. ✓ The teacher will model how to fill out a table of contents template with the two places that were chosen. ✓ The students will receive the template and complete the activities.
<p>✓ Review and Assessment (10 minutes)</p> <p>(Review of Key Vocabulary)</p>	<ul style="list-style-type: none"> ✓ Formative assessment: <ul style="list-style-type: none"> • Students read the text and answer three questions about them. ✓ Summative assessment: <ul style="list-style-type: none"> • Assessment of key vocabulary: ✓ Students will receive a worksheet with the definition of <i>introduction</i>, <i>title</i>, <i>subtopics</i>, and <i>table of contents</i>. They will write the word that goes with the definition.



Visiting El
Junco Beach

and El Pital

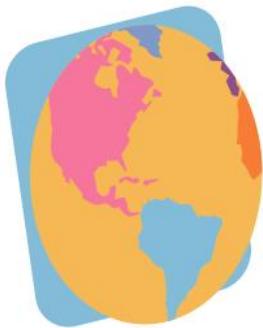
in El Salvador,

Central

America.

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Cerro El Pital-Body.....	
El Tunco Beach-Body.....	
Conclusion.....	



El Salvador in Central America.



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1

Do you and your family enjoy exploring new places? Families can have a lot of fun in places like El Pital or Playa El Tunco in El Salvador. Families visit these two places because they are perfect for parents to rest and children to play.

Many awesome adventures wait for you at El Pital and Playa El Tunco!





1

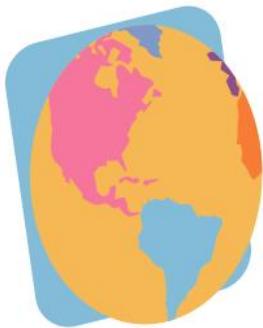
El Salvador is a small country located in Central America. It has borders with Honduras on the northeast, Guatemala on the northwest, and the Pacific Ocean in the south.

People in El Salvador are called “salvadoreños” and speak Spanish like most people in Central America.

The most famous food in El Salvador is **pupusas**, that are corn tortillas stuffed with beans, pork, and cheese.

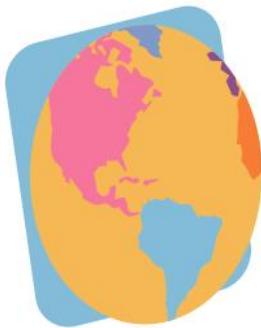
There are beautiful places to visit in El Salvador. Some of them are Cerro El Pital, El Tunco Beach, Ruta de las Flores and Golfo de Fonseca.





Cerro El Pital

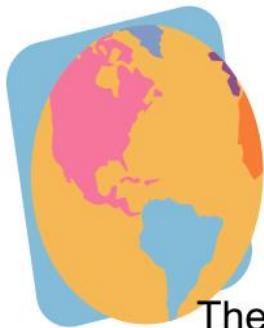
Cerro el Pital is a high mountain peak located on the border of El Salvador and Honduras. This is the perfect place for hiking, camping, adventure and beautiful landscape. Many people walk along the trails in El Pital. As they walk, they enjoy the beautiful landscape and get closer with nature as they breathe some pure air. People can go camping in the park. People who live near the mountain grow fruits and vegetables and sell them to the tourists. Some of the fruits that are grown in Cerro El Pital are strawberries and peaches. Its warm weather is perfect for children to have a lot of fun in the beautiful open areas of the mountain.



El Tunco Beach

El Tunco Beach is a place located in La Libertad, El Salvador. This is a place visited by local people and foreigners. This place has many attractions for young children and adults. Many people find this place as the perfect destination for surfing, specially people from other countries. Families enjoy watching the sunrise and the sunset when spending some time in El Tunco. There are also hotels with swimming pools for children to play and have fun. People can find Salvadorean local food like the famous pupusas in the nearby restaurants in El Tunco. Pupusas are tortillas stuffed with cheese, beans and **chicharrones** (fried pork skin). Children enjoy local ice cream flavors, popsicles and many other delicious treats. There is a lot to do, see and taste every time children visit El Tunco beach.

3



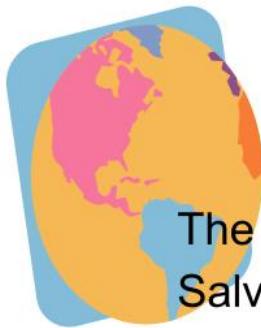
Ruta de Las Flores

The Flower Route is a time of the year between November and February to see flowers bloom.

The **Ruta** begins in Sonsonate, a place close to the capital of the country, San Salvador. Along the route people see colourful little towns and coffee fincas or farms. People enjoy going by bus from town to town, or walking, drinking coffee, and learning about the production of coffee.



3



Golfo de Fonseca

The Gulf of Fonseca is shared by El Salvador, Nicaragua and Honduras.

Mangroves grow in this hot place with tangled wetland forests and volcanic hills. Small communities of fishermen live in the Gulf of Fonseca. El Salvador's best beaches are in this gulf. The Perquin mountain, located in the gulf, is visited by hikers and people who enjoy watching the variety of birds present in the zone.

Although El Salvador is a very small country it is full of beautiful places to visit and explore, good food, and nice people.

Visit El Salvador!!



4

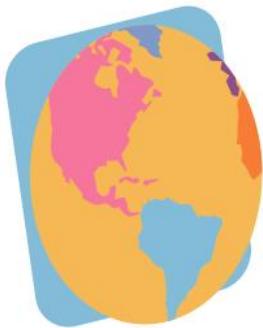
Information taken from:

<https://stingynomads.com/ruta-de-las-flores-el-salvador/>

<https://www.journeylatinamerica.com/destinations/el-salvador/places-to-visit/gulf-of-fonseca-and-eastern-el-salvador/>



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Honduras in Central America.





1

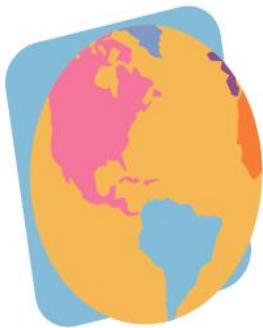
Honduras is located in Central America. It is situated between Guatemala and El Salvador to the west and Nicaragua to the south and east.

People in Honduras are called “hondureños” and speak Spanish like most people in Central America.

The most famous food in Honduras is **baleadas**, that are corn tortillas with beans, sour cream, cheese and some meat on top.

There are beautiful places to visit in Honduras. Some of them are Roatan, Lake Yojoa, Copan Ruins-Archeological site and La Ceiba Beach.





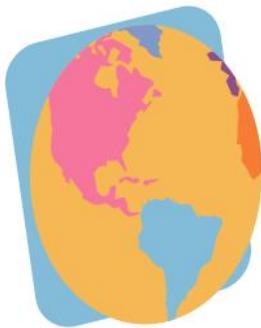
Roatan

Roatan is the largest and most developed of the Bay Islands. It is a cruise ship port and a popular vacation destination. Top tourist attractions include the Roatan Institute of Marine Sciences with its popular dolphin encounters; Roatan Museum; the Carambola Gardens and the Roatan Marine park.

Other top things to do in Roatan include visiting the environmentally friendly Blue Harbor Arboretum and the butterfly gardens.



3



Lake Yojoa

Lake Yojoa is located along the main road between Tegucigalpa (capital of Honduras) and San Pedro Sula (one of the biggest cities in Honduras).

Lago de Yojoa is the largest natural lake in Honduras with more than 480 species of birds including whistling ducks, northern jacanas, and crakes.

You can explore this shallow lake from shore, or through a canoe or kayak. Two mountainous national parks border the lake.

3



Copan Ruins

Copán Ruins Archeological Site (Copán Ruinas Sitio Arqueológico) is the most studied Mayan city.

Mayans were an indigenous culture that date from nearly 2,000 years ago.

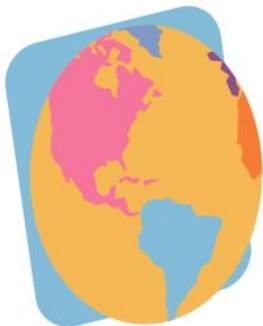
You will find plenty to see here. The site is famous for the Mayan altars that are around the immense plaza, most of which were built during the years 711 and 736. Other highlights include the ball court and the Hieroglyphic Stairway, a temple which holds the longest known Mayan text.

After visiting the ruins people can explore the Museum of Mayan Sculpture, which displays impressive artifacts recovered from the site.

Visitors can also birds and butterflies among the nature in this beautiful place.



3



La Ceiba Beach

Named “the capital of ecotourism” or “the bride of Honduras,” La Ceiba makes us travel to a place surrounded by nature. It has been a producer of bananas to North America since the 20th century.

Nowadays, you can enjoy the restored old dock and a boardwalk called Paseo de los Ceibeños, as well as the Swinford Park, located in Mazapán. The city also offers a Butterfly Museum, with a collection of more than 19,300 specimens of butterflies and insects from Honduras, and 140 other countries.

Honduras is a beautiful country in Central America that has a place for every adventurer from every country from around the world!

Visiting Roatan is an experience that only happens once in a lifetime!!

This information was taken from:

<https://www.planetware.com/tourist-attractions/honduras-hon.htm>

<https://www.planetware.com/tourist-attractions/honduras-hon.htm>

<https://www.planetware.com/tourist-attractions/honduras-hon.htm>

<https://www.visitcentroamerica.com/en/visitar/la-ceiba/>

Introduction:

Something that introduces a piece of writing.

Table of contents:

A list of sections given on a piece of writing.

Subtopic: A topic that is part of a more general topic.

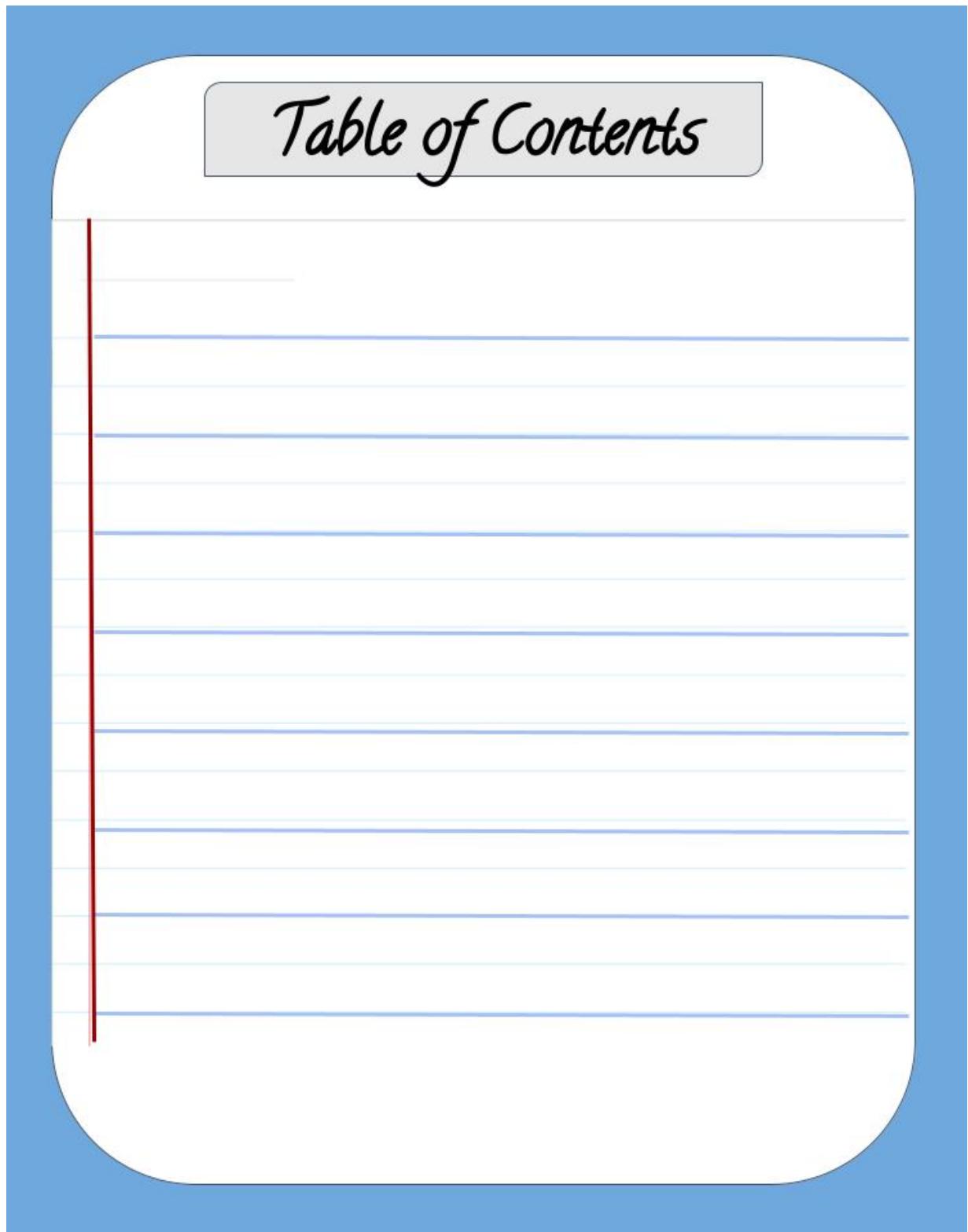
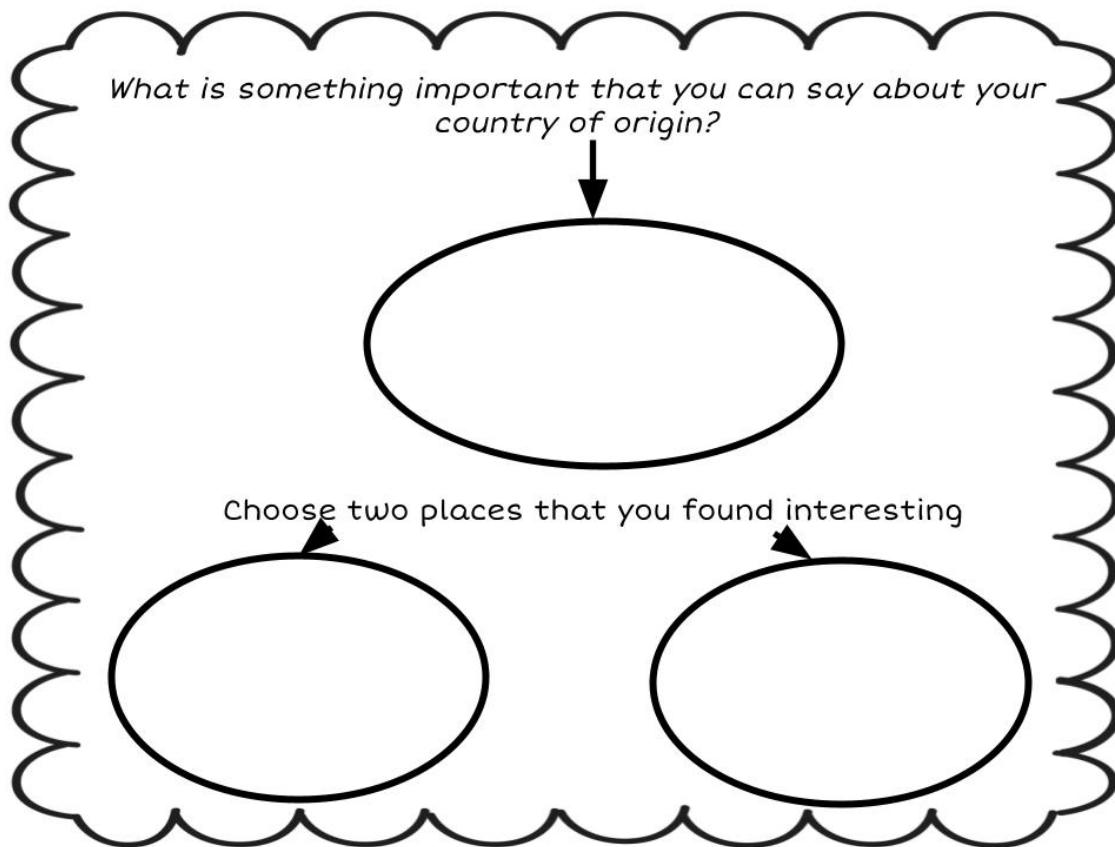


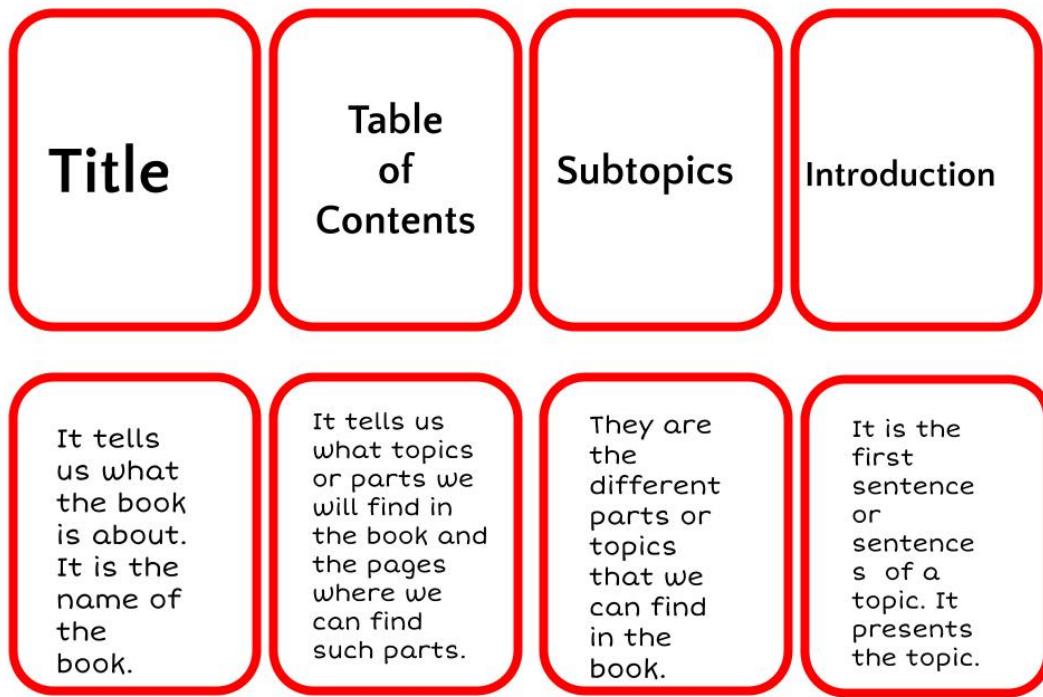
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Parts of an **Informational** Text

Name: _____ Date: _____

Directions: Write the word that corresponds to the definition.

Word Bank

1. It is the first sentence or sentences of a topic. It presents the topic. _____
2. It tells us what topics or parts we will find in the book and the pages where we can find such parts. _____
3. It tells us what the book is about. It is the name of the book. _____
4. They are the different parts or topics that we can find in the book. _____

Title

Table of contents

Subtopics

Introduction

Writing Lesson Plan 3 – Informational Writing

Writing the Body of my Informational Text

Grade Level	2- Intermediate
Subject	Writing an informational text- Writing the body of my informational text
3. Preparation	
Content Objectives	<p>W.2.2</p> <p>We will write informative /explanatory texts in which we will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>d. With guidance and support from adults, we will organize information and ideas around a topic to plan and prepare to write.</p>
Language Objectives	<ul style="list-style-type: none"> → We will gather information from a source to increase our own knowledge about our writing topic. → We will be able to read texts about a topic. → We will be able to write two subtopics, with details, from our main topic.
Materials	<ul style="list-style-type: none"> • Model examples of subtopics from the day before. • Worksheet to write subtopics with details. • Questions for assessment.
4. Instruction	
Building Background (10 minutes)	<ul style="list-style-type: none"> ✓ The teacher will present extracts from an informational text and will ask students to try to find the subtopics (use books and other sources to show these extracts). ✓ The teacher will ask students why they consider their choices to be correct. ✓ The class will read the definition of subtopics from the day before.
Comprehensible Input (20 minutes)	<ul style="list-style-type: none"> ✓ The teacher will ask a student to remind the class what they are doing in writing, and what they did the day before.

(strategies, interaction, practice and application, lesson delivery)	<ul style="list-style-type: none"> ✓ The teacher will remind students that they talked about subtopics the day before and just discussed what subtopics are in order to write subtopics in this lesson. ✓ The teacher will show the model text and will read it again. ✓ The teacher will model going back to the two subtopics from the day before and adding details using the source provided. ✓ The teacher will emphasize that to write an informational writing the author must use their own words, and not use the words of their sources. ✓ The students will add details to their places. ✓ The students will share their places of choice with a partner.
<p>4. Review and Assessment (10 minutes)</p> <p>(Review of Key Vocabulary)</p>	<ul style="list-style-type: none"> ✓ Formative assessment: <ul style="list-style-type: none"> • Students add details to their two places. • Students share their places with a peer. ✓ Summative assessment: <ul style="list-style-type: none"> • The teacher will present a text with two subtopics and ask these two questions: <ul style="list-style-type: none"> → What do you notice about these two subtopics? → What do you need to add? • Students will work in pairs to observe the texts, answer the questions, and report to the class. • Students will record their answers on a piece of paper.

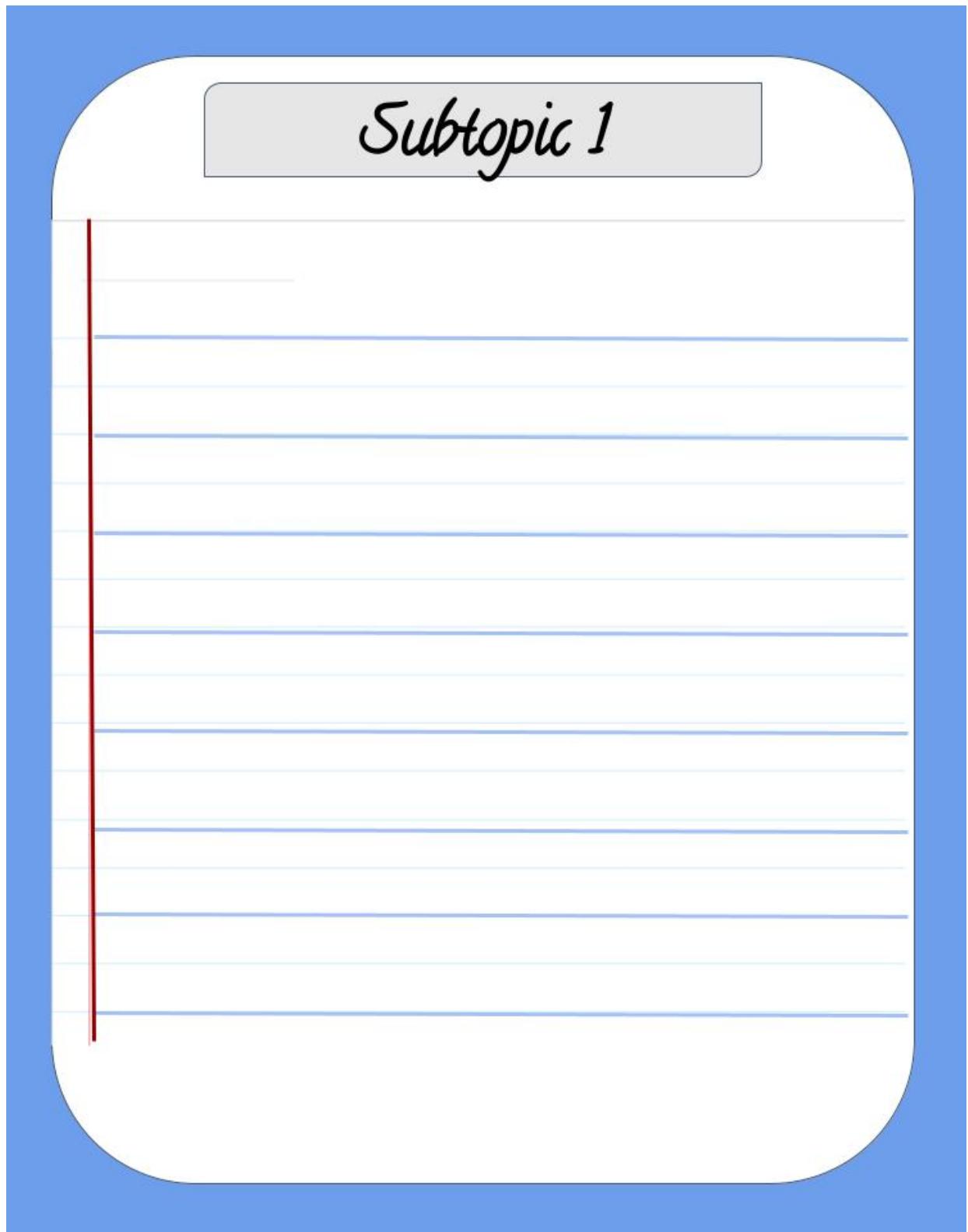


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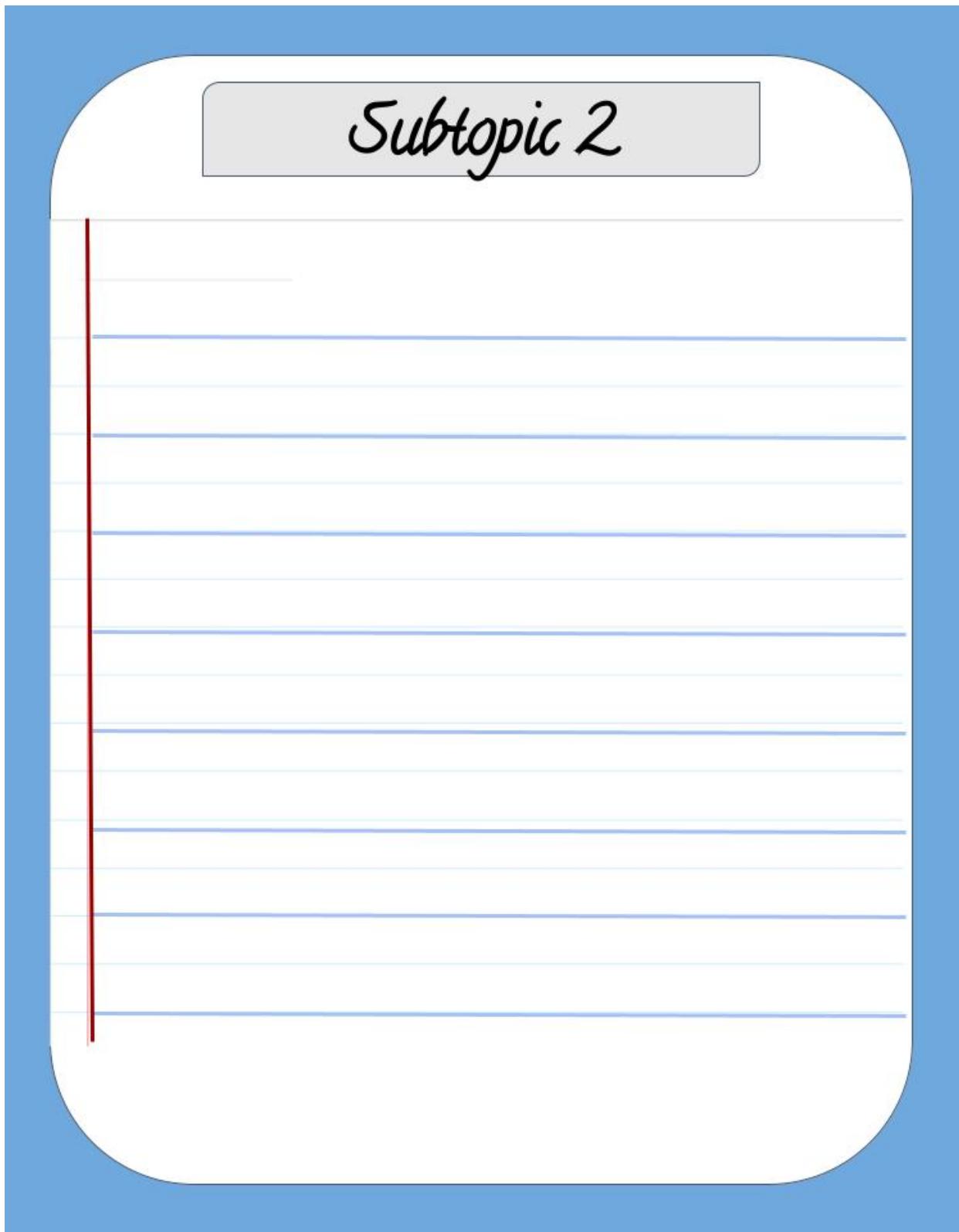


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Informational Writing

Name: _____ Date: _____

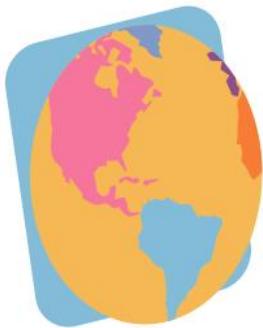
Directions: Observe the two subtopics.

1. Murano is a famous Italian island.

2. Cartagena is the most visited place in Colombia.

1. What do you notice about them?

2. What do you need to add?

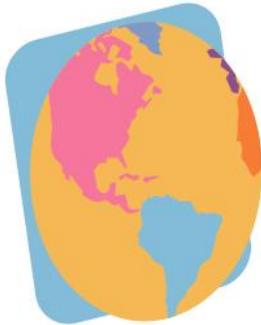


Cerro el Pital

Cerro el Pital is a high mountain between El Salvador and Honduras. El Pital is perfect for hiking, camping, and walking along the trails. The air is pure and there is much nature to see. People go camping in Cerro El Pital. They find fruits and vegetables that they can buy like strawberries and peaches. The weather is warm, and kids enjoy playing in its beautiful open areas.

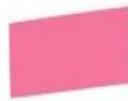


3



El Tunco Beach

El Tunco is a beach located in La Libertad, El Salvador. People from El Salvador and other countries come to this beach to surf. There are also hotels with swimming pools. Salvadorean restaurants in El Tunco sell food like **pupusas**. Pupusas are tortillas with cheese, beans and chicharrones. Other places sell delicious ice cream, and popsicles. There is a lot to do in El Tunco beach.



Writing Lesson Plan 4 – Informational Writing

Writing a Conclusion - Revising with a Friend

Grade Level	2- Intermediate
Subject	Writing an informational text- Writing a Conclusion - Revising with a friend.
5. Preparation	
Content Objectives	<p>W.2.2</p> <p>We will write informative /explanatory texts in which we will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> e. With guidance and support from adults, we will organize information and ideas around a topic to plan and prepare to write. f. With guidance and support from adults and peers, we will focus on a topic and strengthen writing as needed by revising and editing.
Language Objectives	<ul style="list-style-type: none"> → We will be able to write a concluding statement. → We will be able to revise our work by ourselves, with a peer and the teacher.
Materials	<ul style="list-style-type: none"> • Images: <i>a game that has finished, somebody reading the last pages of a book, finish line</i> • Model of a conclusion. • Prompts for conclusions. • Checklist • Crossword
6. Instruction	
Building Background (15 minutes)	<p>✓ The teacher will show pictures of conclusions:</p> <ul style="list-style-type: none"> • A game that has finished. • Somebody reading the last pages of a book. • Finish line.
<i>Key Vocabulary: conclusion, revision</i>	<p>✓ The teacher will present some words on the board: game, end, conclusion, book, introduction, start,</p>

	<p>boy, and will ask students to organize them by similarity.</p> <p>✓ Students will explain why they put the words together and what title they would give to that category.</p> <p>✓ The teacher will ask students what they think the lesson of the day will be about, browse their answers, and discuss that this lesson will be about finishing the draft of their writing.</p>
<p>Comprehensible Input (20 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<p>✓ The teacher will explain students that in this class they will finish their draft by writing a conclusion.</p> <p>✓ The conclusion will need to be a strong sentence or a group of sentences that invites the reader to find more information about the countries the students researched.</p> <p>✓ The teacher will present some prompts that could be useful to help write a conclusion:</p> <ul style="list-style-type: none"> • As you can see, Nicaragua has some interesting places to visit. • Colombia is a very diverse country. Wouldn't you like to know more about it? <p>✓ The teacher will model how to write a conclusion using one of the prompts.</p> <p>✓ After writing their conclusions, students will start the process of revision.</p> <p>✓ In pairs, the students will receive a checklist that will help them check their conclusions and their partner's.</p> <p>✓ The teacher will explain how the checklist will be used.</p>
<p>5. Review and Assessment (20 minutes)</p> <p>(Review of Key Vocabulary)</p>	<p>✓ Formative assessment:</p> <ul style="list-style-type: none"> • Students write a conclusion. • Students share their work with a peer. • Students use a checklist to check their work and a partner's. <p>✓ Summative assessment:</p> <ul style="list-style-type: none"> • The students will complete a crossword with the words from the vocabulary that they have learned in the lessons:

	<ul style="list-style-type: none">• Type of text that gives facts about places, animals, things, or people – informational.• Part of an informational text that opens or starts it – introduction.• Part or parts of the text where the most important information is found – body.• Text feature that shows where you can find a subtopic in the book – table of contents.
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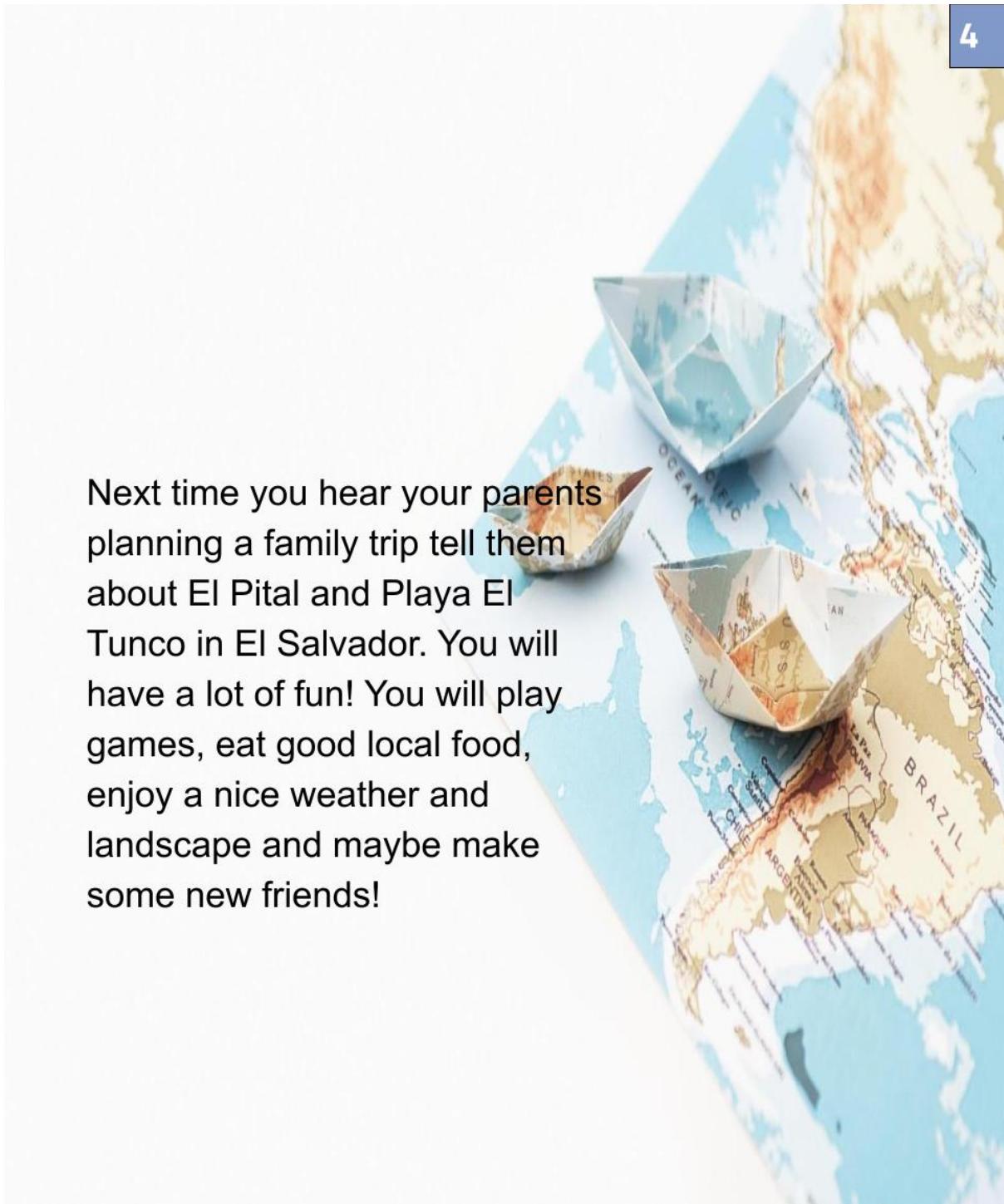
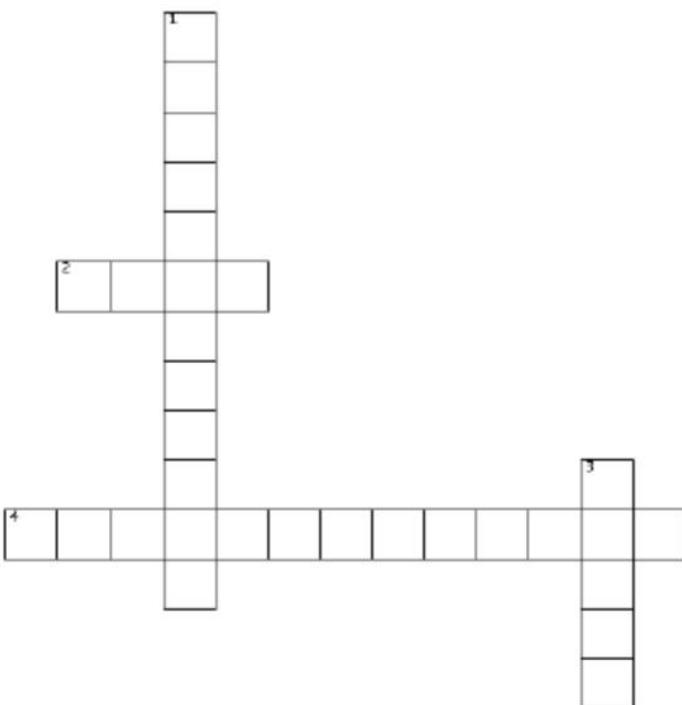




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Informational Text- Vocabulary



ACROSS

2. Part or parts of the text where the most important information is found
4. Type of text that gives facts about places, animals, things, or people

DOWN

1. Part of an informational text that opens or starts it.
3. of Contents Text feature that shows where you can find a subtopic in the book.

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.

Crossword designed with <https://puzzlemaker.discoveryeducation.com/criss-cross>

Revising my Work - Checklist

Lesson 4

Name: _____

Use a happy face, a straight face, and a sad face to check your work.

	I check my work	My partner checks my work
My work has an introduction with details.		
I organized a table of contents.		
My text has two subtopics with details.		
I did a conclusion with details.		
My sentences begin with an uppercase letter and end with a period.		

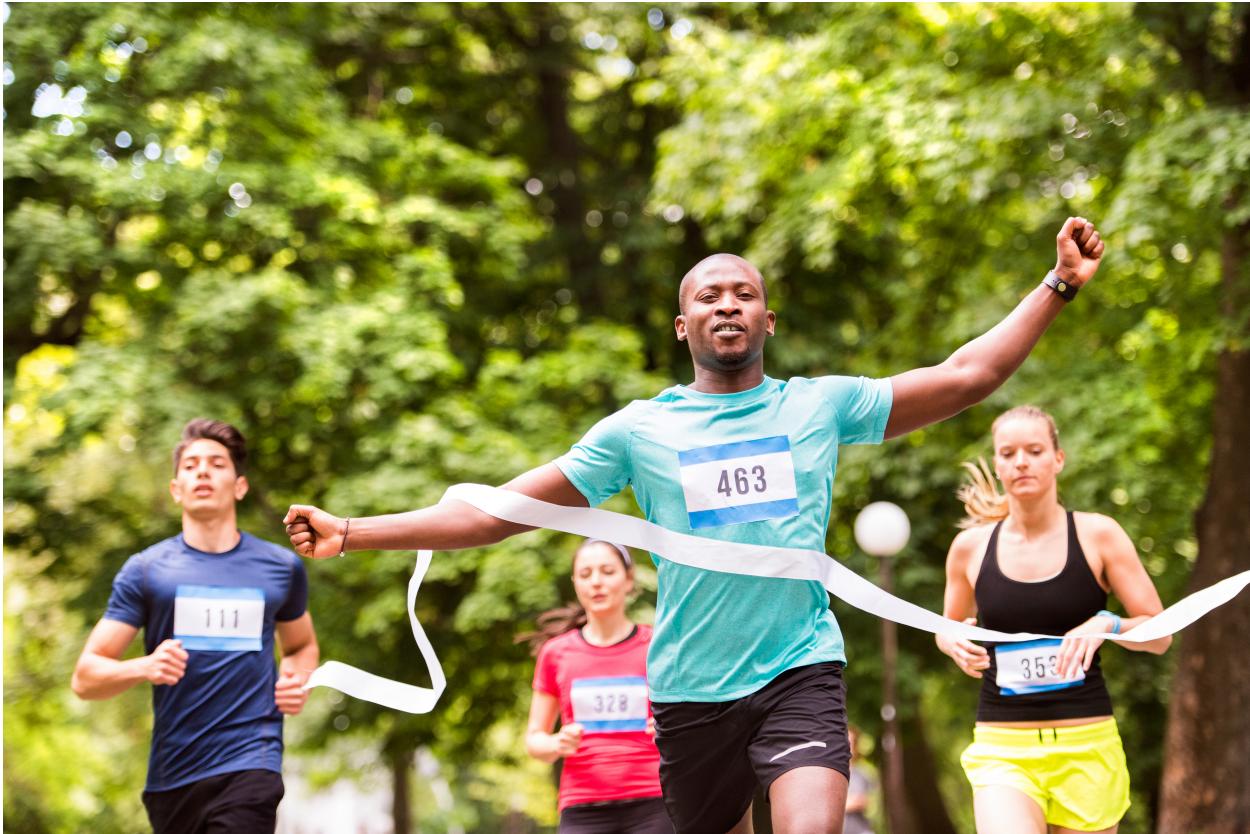


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Writing Lesson Plan 5 – Informational Writing

Editing my Work/ Organizing my Book - Presenting my Informational Text

Grade Level	2- Intermediate
Subject	Writing an informational text- Editing my Work/ Organizing my Book- Presenting my Informational Text
7. Preparation	
Content Objectives	<p>W.2.2</p> <p>We will write informative /explanatory texts in which we will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>g. With guidance and support from adults and peers, we will focus on a topic and strengthen writing as needed by revising and editing.</p>
Language Objectives	→ We will be able to publish our work and present it to the class.
Materials	<ul style="list-style-type: none"> • Vocabulary cards: edition, edit. • Book template • Rubric for assessment
8. Instruction	
Building Background (10 minutes) <i>Key Vocabulary: edition, edit, table of contents.</i>	<ul style="list-style-type: none"> ✓ The teacher will show students clipart images of writing being edited. ✓ The teacher will ask students to write words about what they think the images represent or mean. ✓ The teacher will ask students to share their ideas with a partner. ✓ The class will discuss what the images mean, and the words the students wrote. ✓ The teacher will explain students the words edition, and edit, and will post them on the word wall or vocabulary word.
Comprehensible Input (20 minutes) (strategies, interaction, practice and application, lesson delivery)	<ul style="list-style-type: none"> ✓ The teacher will explain students that in this class they will edit their work in order to rewrite it and present it to the class (share it). ✓ The teacher will explain students that part of the process of edition will be completing the table of contents that they have already started. The table

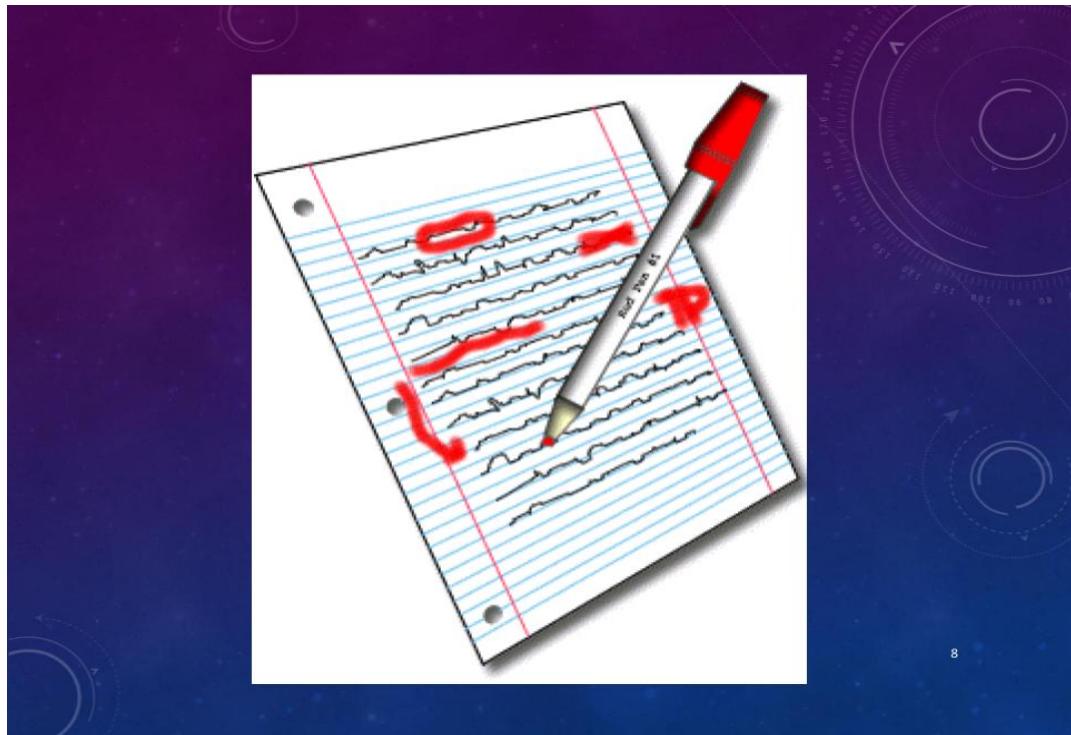
	<p>of contents will have now number of page where the information on a subtopic is found, and a conclusion.</p> <ul style="list-style-type: none"> ✓ The students will start conferencing with the teacher. The teacher will use a rubric. ✓ The teacher will ask students to gather all their drafts and follow the model presented to organize their book. ✓ The teacher will explain that the information will be written again, considering the corrections from the day before (edition of the work). ✓ The students will use a template to rewrite their book and organize it to be presented. ✓ The students will work with a peer and receive help from the teacher to organize their books. ✓ The books will be displayed on a table in the classroom. ✓ The students can accompany the presentation of their book with images from their country of origin that the teacher helps them find.
<p>6. Review and Assessment (20 minutes)</p> <p>(Review of Key Vocabulary)</p>	<ul style="list-style-type: none"> ✓ Formative assessment: <ul style="list-style-type: none"> • Work in pairs to discuss the images. • Organization of the books. ✓ Summative assessment: <ul style="list-style-type: none"> • The teacher will use a rubric to check the final edition of the book with the students.

Edition:

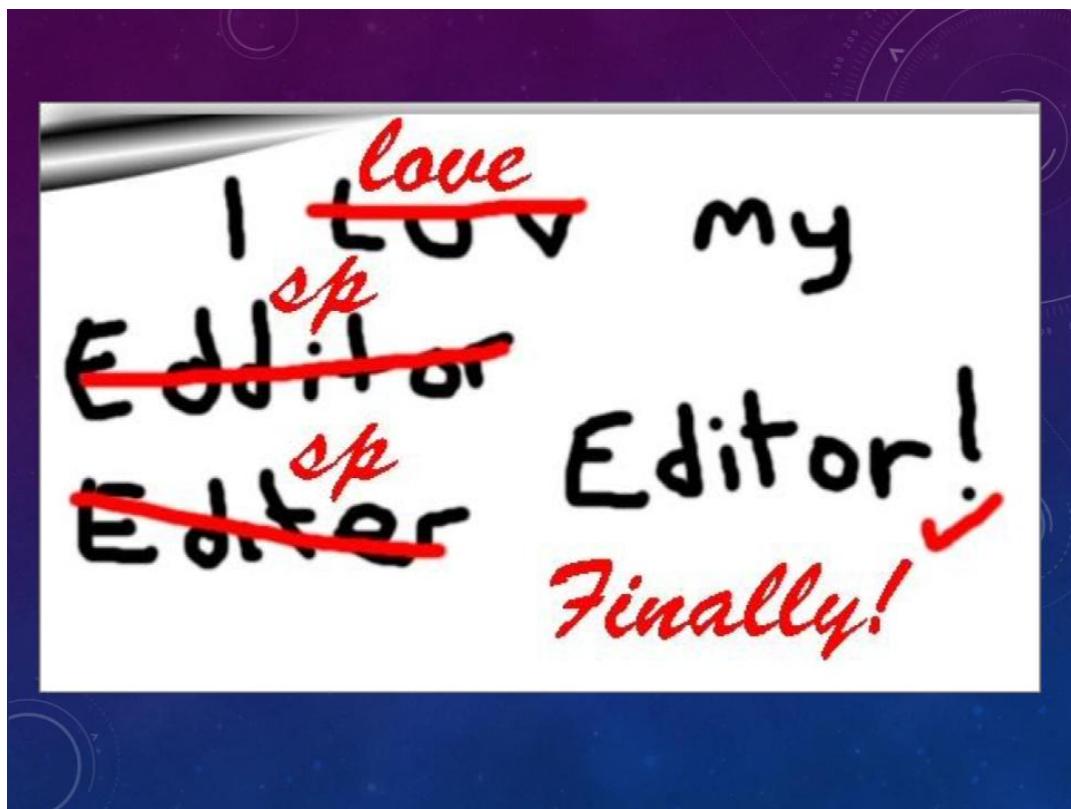
The form or version in which a text is published.

Edit: to prepare (something, such as a piece of writing) for publication or presentation.

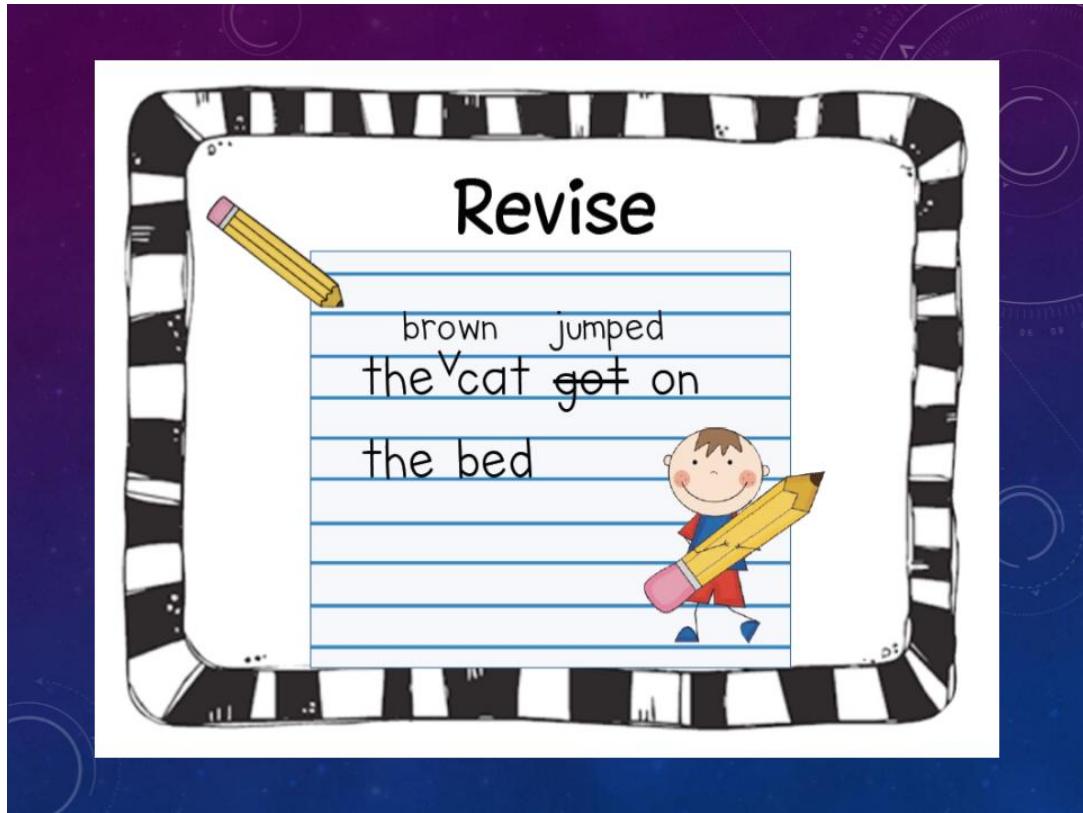
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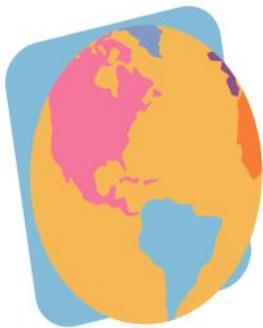
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Visiting El

Tunco Beach

and El Pital

in El Salvador,

Central

America.



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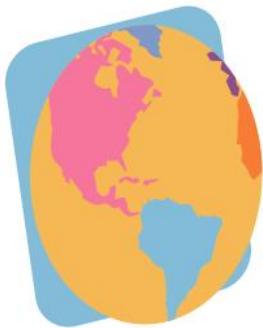


1

Do you and your family enjoy exploring new places? Families can have a lot of fun in places like El Pital or Playa El Tunco in El Salvador. Families visit these two places because they are perfect for parents to rest and children to play.

Many awesome adventures wait for you at El Pital and Playa El Tunco!



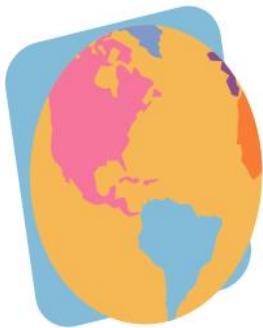


Cerro el Pital

Cerro el Pital is a high mountain between El Salvador and Honduras. El Pital is perfect for hiking, camping, and walking along the trails. The air is pure and there is much nature to see. People go camping in Cerro El Pital. They find fruits and vegetables that they can buy like strawberries and peaches. The weather is warm, and kids enjoy playing in its beautiful open areas.



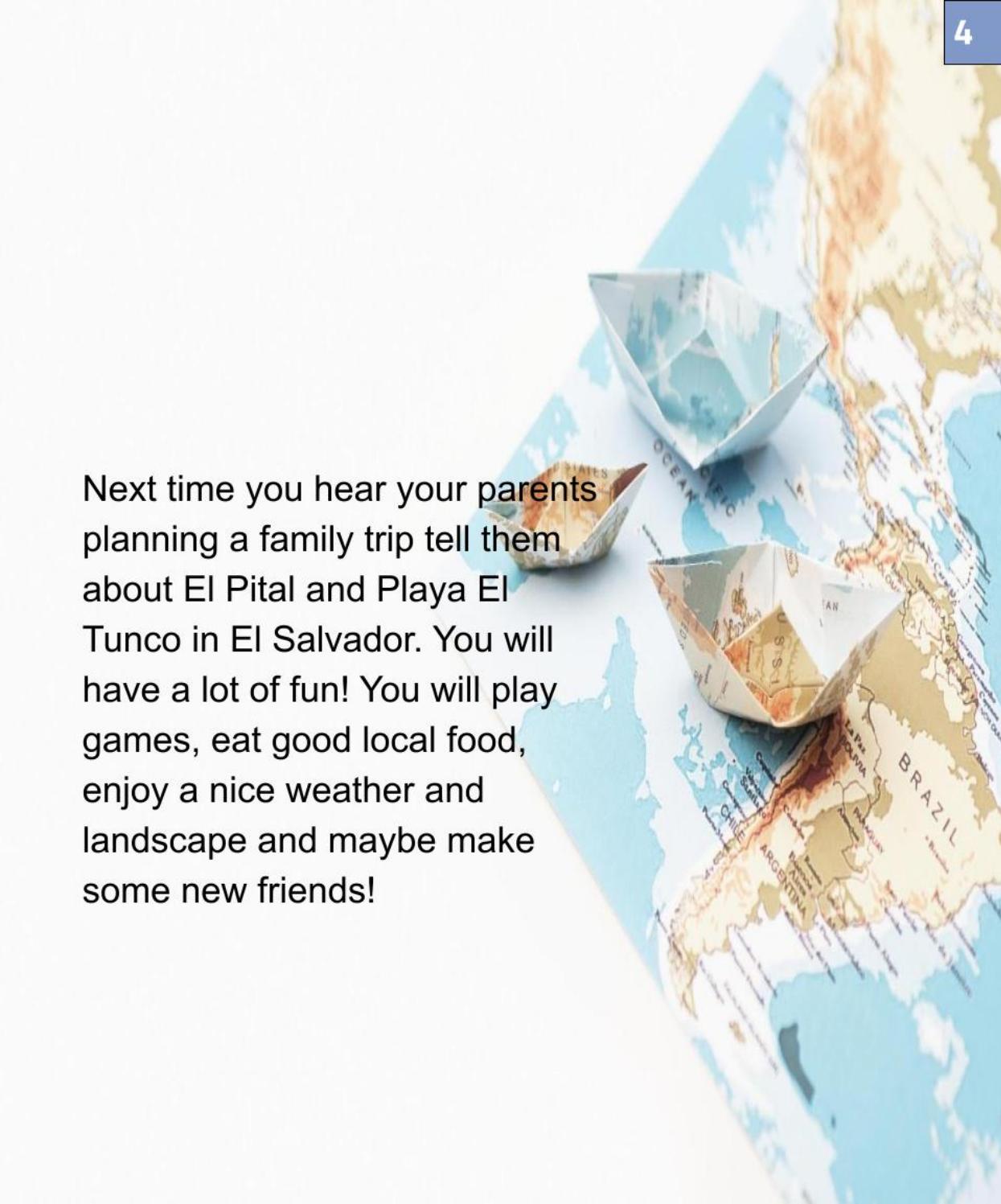
3



El Tunco Beach

El Tunco is a beach located in La Libertad, El Salvador. People from El Salvador and other countries come to this beach to surf. There are also hotels with swimming pools. Salvadorean restaurants in El Tunco sell food like **pupusas**. Pupusas are tortillas with cheese, beans and chicharrones. Other places sell delicious ice cream, and popsicles. There is a lot to do in El Tunco beach.





Next time you hear your parents planning a family trip tell them about El Pital and Playa El Tunco in El Salvador. You will have a lot of fun! You will play games, eat good local food, enjoy a nice weather and landscape and maybe make some new friends!

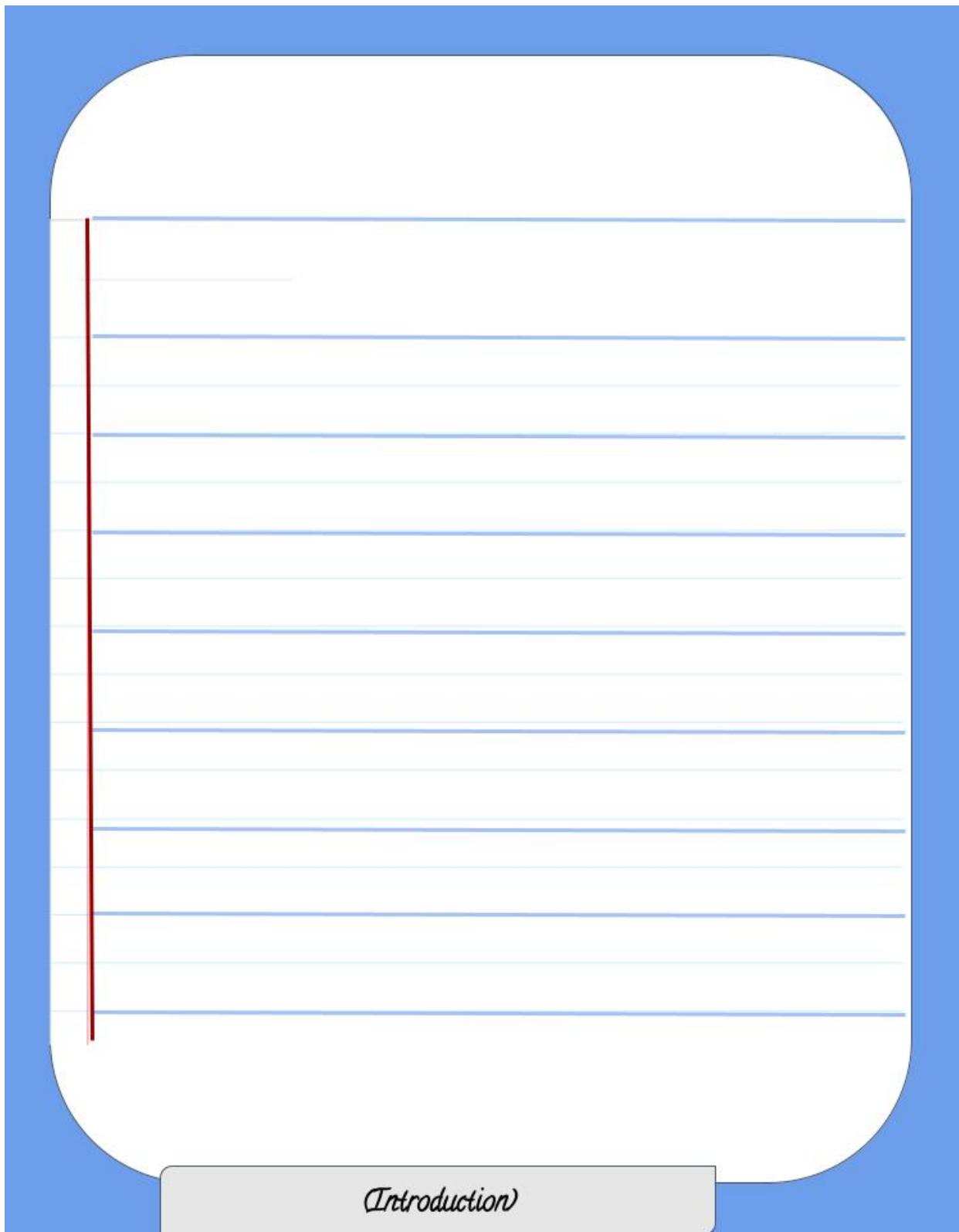
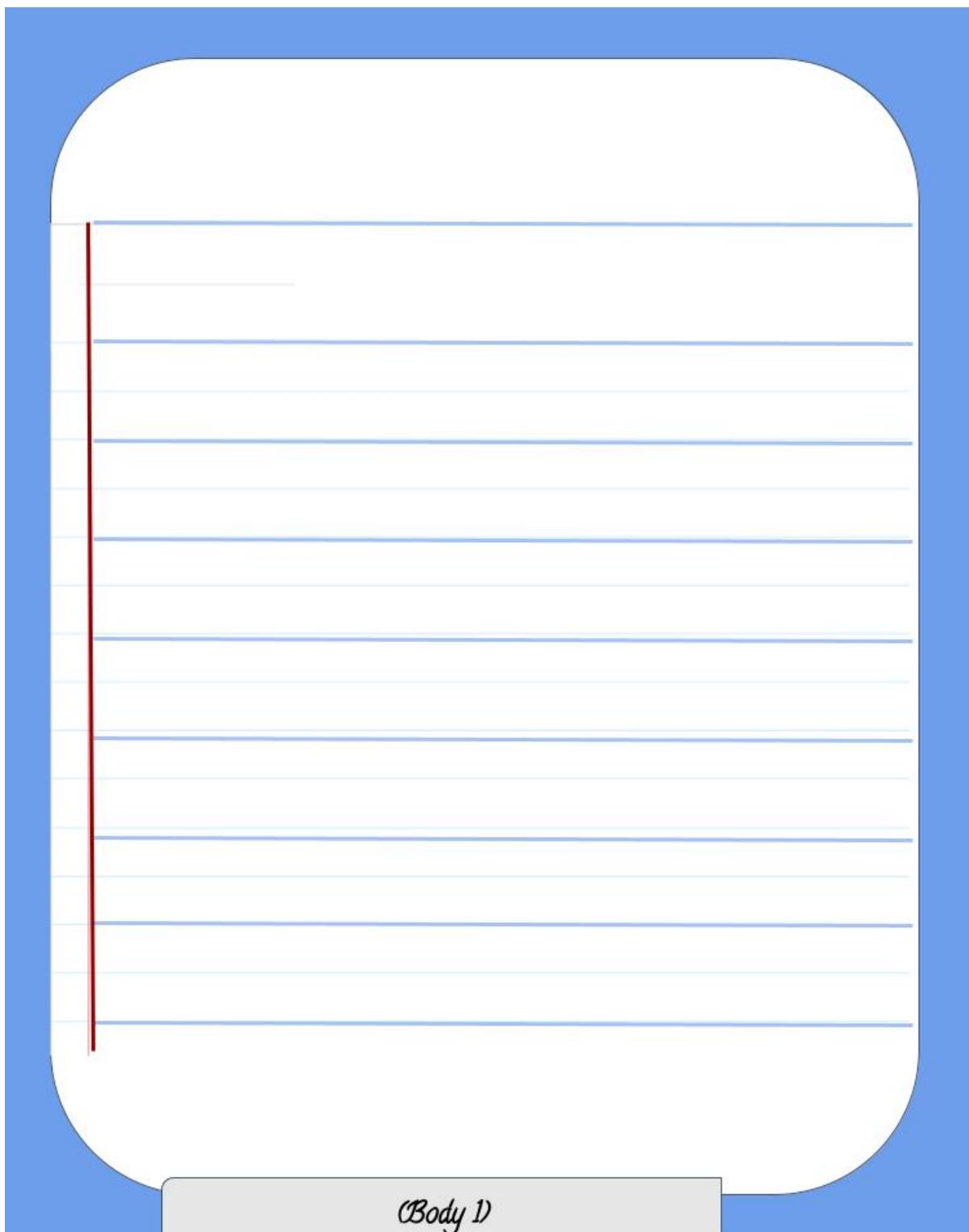


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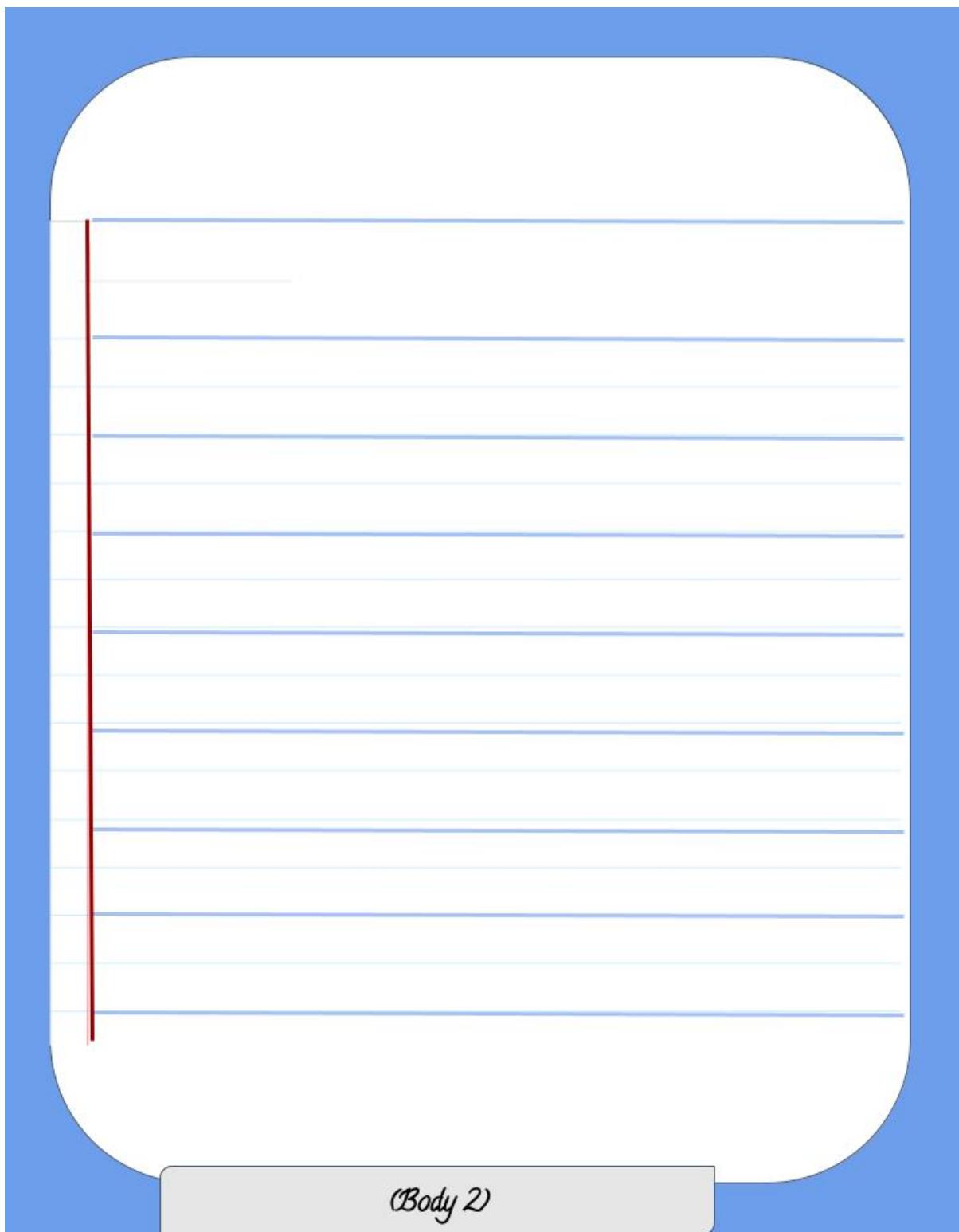


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(Body 1)

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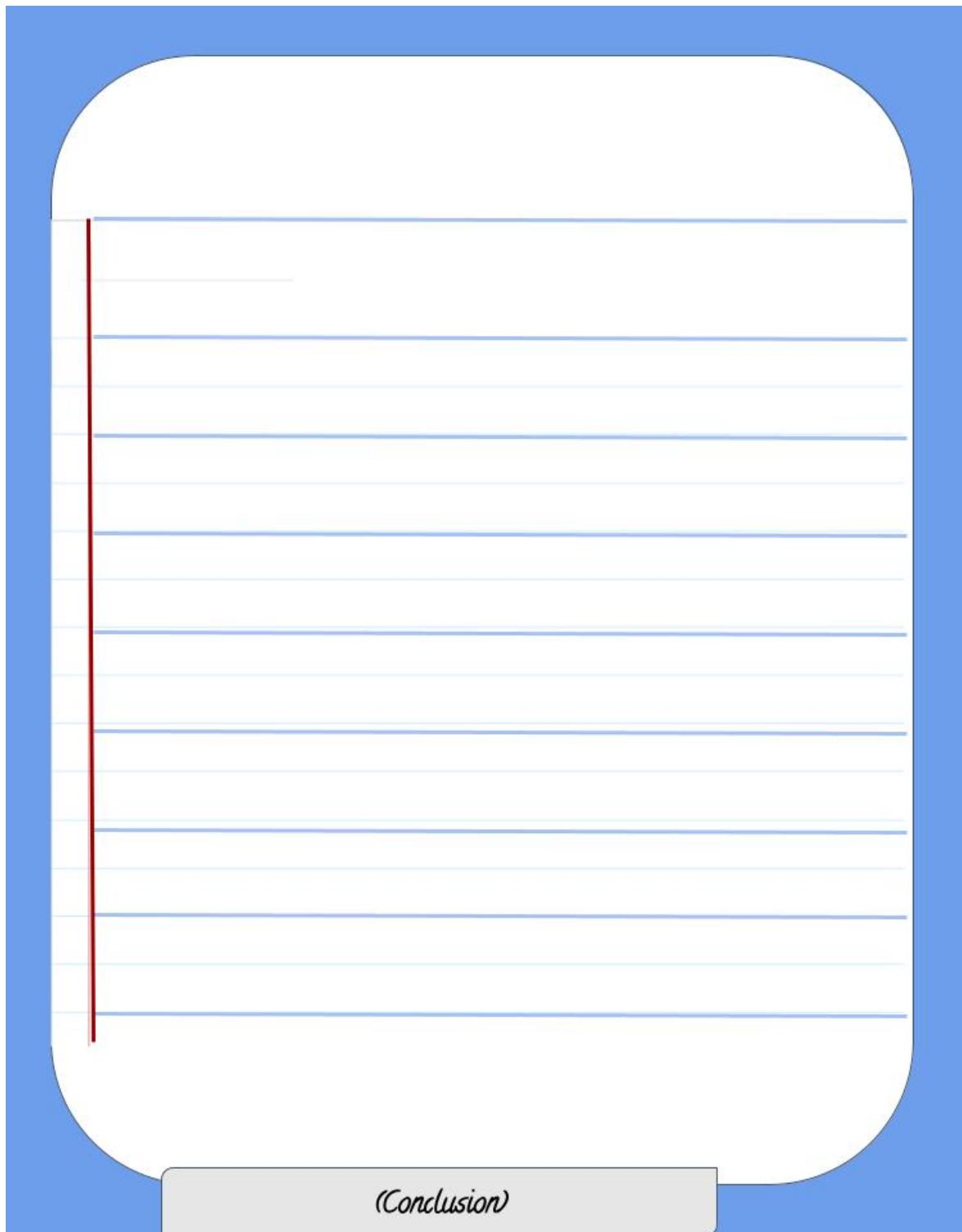


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Informational Writing - Rubric

Student: _____ Date: _____

	3	2	1
Student wrote an introduction.	Student's work has an interesting introduction.	The introduction is only one sentence.	There is not an introduction.
Student's work has two subtopics.	Student divided work into two interesting subtopics.	There is only one subtopic. Subtopics are not interesting- do not have details.	The student did not write two subtopics.
Student's work has a table of contents.	The table of contents contains the title, subtopics, conclusion, and pages.	The table of contents is incomplete.	The student did not do a table of contents.
Student wrote a conclusion.	Student wrote an inviting, interesting conclusion.	Student's conclusion is not interesting.	There is not a conclusion.

Writing Lesson Plan 1- Personal Narrative

What is Personal Narrative?

Grade Level	2- Intermediate
Subject	Writing a Personal Narrative Introduction: What is Personal Narrative?
✓ Preparation	
Content Objectives W.2.3	<ul style="list-style-type: none"> → With guidance and support from the teacher, we will give our own definition of personal narrative. → We will write a personal narrative in which we will recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. → With guidance and support from the teacher, we will organize information and ideas about an important moment to plan and prepare to write.
Language Objectives	<ul style="list-style-type: none"> → We will use vocabulary from the topic to complete sentences. → We will be able to give the definition of the words of the vocabulary.
Materials	<ul style="list-style-type: none"> • Cards for T-chart (You will need to draw your own T-chart on big anchor chart paper) • Chart for <i>Personal Narrative</i> definition. • Copy of <i>Personal Narrative</i> for definition for portfolio. • Vocabulary words for vocabulary or word wall • Match activity • <i>Complete the sentences</i> worksheet • Bingo cards.
✓ Instruction	

<p>Building Background (15 minutes)</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> • <i>personal, narrative, story, event, true, plot, setting, tension.</i> 	<ul style="list-style-type: none"> ✓ The teacher will explain that the students will be writing a personal narrative (students learned and wrote personal narratives in first grade). ✓ Students will be arranged in pairs. Students will receive some cards and a T chart with the words <i>Personal Narrative</i> and <i>Not Personal Narrative</i>. ✓ Students will be able to ask about vocabulary to complete their own cards about what personal narrative is. The teacher can display this vocabulary in the classroom. ✓ Students will share their T chart with another group of students.
<p>Comprehensible Input (15 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will ask two groups of students to share their T charts with the class. ✓ The teacher will explain that the first thing that they need to do before starting writing their personal narratives is to know exactly what they are doing by understanding what a personal narrative is. ✓ The teacher will display the words Personal Narrative on anchor chart paper. ✓ The teacher will ask the students to give ideas about what personal narrative is and will construct a definition with the students. The teacher will ask the questions: What does the word personal sound like or is similar to? Who is that person in our story? Do you know what narrative means? A narrative is another word, a synonym of story. ✓ The teacher will consider this definition of personal narrative by Calkins and Oxenhor (2003, p. V) to help students construct the class definition of personal narrative: <p><i>Personal narratives are chronological stories about one's life: this happens, then this, then this. They contain characters (the central character will be the author), a plot (two or more events occur in a sequence of time), and they take place in a setting. The plot usually involves a problem that is solved, a tension that is resolved, or something big that changes. (Calkins and Oxerhorn, 2003, p. V)</i></p>

	<ul style="list-style-type: none"> ✓ The teacher will consider giving a quick review of the term synonym, or give a short explanation of the word and post it on the word wall, too. ✓ Students will write the definition of Personal Narrative and put it in their portfolio.
<p>✓ Review and Assessment (Review of Key Vocabulary) (10 minutes)</p>	<ul style="list-style-type: none"> • Students will complete the match activity and the complete the sentence worksheet. <p>✓ Formative assessment:</p> <ul style="list-style-type: none"> • The teacher will observe how the students work in pairs to complete the T chart: Do they struggle to communicate with their peer? Do they have enough vocabulary to discuss why they choose to place the cards under a certain column? <p>✓ Summative assessment:</p> <ul style="list-style-type: none"> • Match activity. • Complete the sentences worksheet. <p>As wrap up students will play Bingo! Each bingo card has a word from the vocabulary. The teacher will read a definition and students will mark the word that corresponds to the definition (3 minutes).</p>

**The story
of
Cinderella**



**A text
about
types of
sharks**



**A story
about my
last
birthday
party**



**A
science
report**



**A piece
about my
mom's
favorite
food**



**The story
of the
three
little
pigs.**



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**The
adventu
res of
Junie B.
Jones**



**A text about
my trip to
the
mountains.**



**A story
about the
time
when I
broke my
arm.**



**A text
about the
planets
in the
solar
system**



**A story
about when
my
grandfather
was a singer.**



**The story
of
Goldilocks**



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Bingo cards

SETTING	NARRATIVE
EVENT	STORY
REAL	SYNONYM

TENSION	NARRATIVE
EVENT	STORY
REAL	SYNONYM

Cards created for this project

Bingo cards

PERSONAL	NARRATIVE
EVENT	STORY
SETTING	TENSION

PERSONAL	NARRATIVE
EVENT	STORY
REAL	TENSION

Cards created for this project

Bingo cards

PERSONAL	NARRATIVE
EVENT	STORY
REAL	SYNONYM

PLOT	NARRATIVE
EVENT	STORY
REAL	SYNONYM

Cards created for this project

Bingo cards

PERSONAL	NARRATIVE
EVENT	SYNONYM
SETTING	TENSION

PERSONAL	NARRATIVE
EVENT	REAL
SETTING	TENSION

Cards created for this project

Bingo Definitions

Something that did happen.	Another word that means the same. For example, story is a synonym of narrative.
A series of events that happened in a story.	The time and place of the story.

Bingo Definitions

The problem of the story.

Bingo Definitions

<p>It means about a person.</p>	<p>A synonym of a story, event.</p>
<p>Something that has happened to a person.</p>	<p>A report of something that has happened to a person.</p>

Cards created for this project

Plot: a series of events that happen in a story.

Setting: the time and place of the story.

Tension: the problem of the story.

Story: a report of something that has happened to a person.

Real: that it happened.

Synonym: another word that means the same. For example, story is a synonym of narrative.

Personal: It means about a person.

Narrative: a synonym of story, event.

Event: something that has happened to a person.

A personal
narrative is

Image created for this project

Personal Narratives

Name: _____ Date: _____

Complete the sentences using the words from the word bank.

1. Bunny is a _____ of rabbit.
2. In writing class I will write a _____ of my life.
3. My brother's birth was a very important _____ in my family.
4. I will tell you about what I am going to write about in my _____ narrative.
5. In the _____ I will describe all the events that happened to me.
6. My _____ narrative will be about the day when I broke my arm.

WORD BANK

personal

event

narrative

story

synonym

plot

Personal Narratives

Name: _____ Date: _____

Review the vocabulary about personal narrative and match a word with its definition.

personal

A series of events that happen in a story.

event

Another word that means the same.

narrative

A report of something that has happened to someone.

story

A synonym of story, event.

synonym

A series of events that happen in a story.

plot

About a person.

Writing Lesson Plan 2 – Personal Narrative

Brainstorming Ideas for a Personal Narrative - Finding the Topic

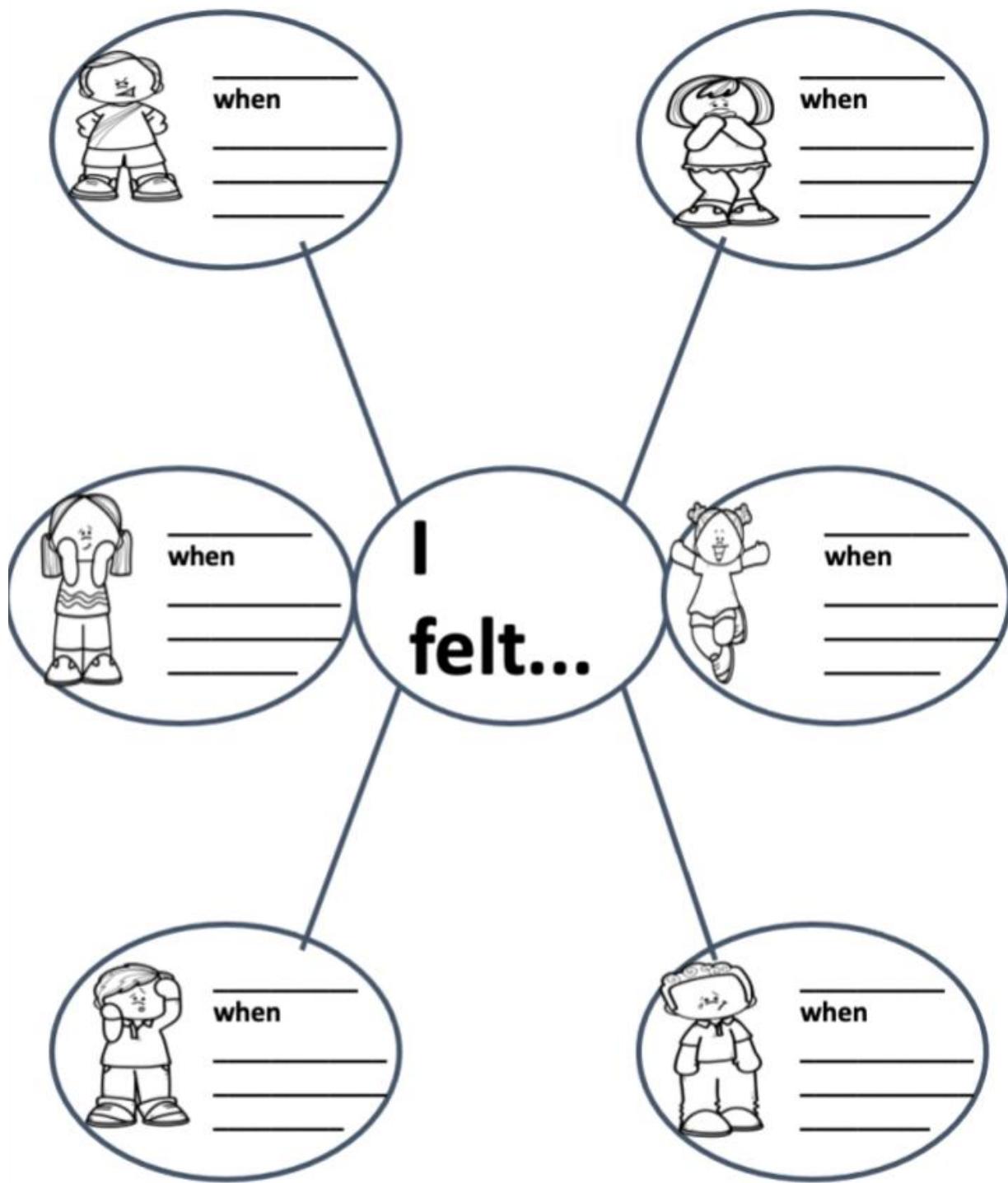
Grade Level	2- Intermediate
Subject	Writing a Personal Narrative Brainstorming/ Finding the Topic
✓ Preparation	
Content Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> → We will write a personal narrative in which we will recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. → With guidance and support from the teacher, we will organize information and ideas about an important moment to plan and prepare to write.
Language Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> • We will brainstorm important events in our life in order to choose the one we decide to write about. → We will use verbs in past tense to talk about an emotion that we felt. → We will write the reasons why we chose our important event.
Materials	<ul style="list-style-type: none"> • Two pictures of a kid brainstorming. • New vocabulary words and images: brainstorming, angry, embarrassed, excited, sad, happy, proud, scared, worried. • Spider diagram with prompt: <i>I felt _____ when _____.</i> • ‘My Moment’ Card: <i>I chose to write about a time when I felt _____ because _____.</i> • Teacher’s ‘My Moment’ card. • Spinning wheel with sentences to complete.
✓ Instruction	
Building Background (20 minutes)	✓ The teacher will remind students that they will be writing a personal narrative of an important event in their lives.
<i>Key Vocabulary</i>	

<p><i>Brainstorming, angry, embarrassed, excited, sad, happy, proud, scared, worried.</i></p>	<ul style="list-style-type: none"> ✓ The teacher will go to the definition of personal narrative constructed the day before and ask students to read the definition out loud. ✓ The teacher will explain that today's lesson will be about brainstorming and choosing the event they will be writing about. ✓ The teacher will ask about the meaning of the word brainstorming: So, what is brainstorming? What do the words sound like? Like a storm of ideas? Like a storm of ideas in your brain!! ✓ The teacher will show two pictures: the first one is a picture of a kid and his brain and the second is a picture of the same kid after finding his idea. <p>Review of emotions vocabulary:</p> <ul style="list-style-type: none"> ✓ The teacher will display pictures of emotions, read the words and ask students to repeat. ✓ The teacher will ask students to turn and talk to their friends about how they felt yesterday. Students will use the prompt "Yesterday I felt...because".
<p>Comprehensible Input (20 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will explain students that they will be brainstorming about events that happened to them. ✓ The teacher will explain that they will brainstorm about important moments that they remember when they felt angry, embarrassed, excited, sad, happy, proud, scared, or worried. As the teacher reads each emotion pictures of each feeling will be displayed on the interactive board or whiteboard. ✓ The teacher will ask if students want to add another emotion. ✓ The teacher will ask students to repeat each word. ✓ The teacher will give each student a spider diagram with pictures of the vocabulary of emotions that was just practiced. ✓ The teacher will model how to fill out the spider diagram by completing it using the prompt I felt _____ when I.... or when my _____. The teacher will remind students that they can include other people in their spider diagrams if they feel that those people made them feel a certain way. ✓ Students will complete their spider diagram by themselves.

	<ul style="list-style-type: none"> ✓ After completing the spider diagrams the teacher will ask students to listen to the second part of the activity. ✓ Students will need to choose from all the ideas that brainstormed. ✓ The teacher will tell students that to choose the ideas that they will write about they will need to think of what idea they prefer and they remember enough details about. ✓ Students will go back to their spider diagram and will choose the idea they will write about. The teacher will allow students time to think about the idea they prefer. ✓ Students will inform their teacher of the idea they chose by completing a 'My Moment' Card: <i>I chose to write about a time when I felt _____ because _____</i>. The teacher will also discuss the ideas with the students. ✓ The teacher must choose an idea in order to model the next part of the exercise in the next class.
<p>✓ Review and Assessment (15 minutes)</p> <p>(Review of Key Vocabulary)</p>	<p>✓ Formative assessment:</p> <ul style="list-style-type: none"> • The teacher will monitor students while they turn and talk to a partner. • The teacher will monitor students while they complete their spider diagrams. <p>✓ Summative assessment:</p> <ul style="list-style-type: none"> • Spider diagram. • Completion of 'My Moment' Card: <i>I chose to write about a time when I felt _____ because _____</i>. <p>As a wrap up activity students will work in pairs to complete sentences using the emotions vocabulary. Students will spin a wheel (worksheet), read the word, and find the sentence to be completed with the word they read.</p>



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'My Moment' Card

I chose to write about a time when I
felt _____ because _____

'My Moment' Card

I chose to write about a time when I
felt _____ because _____

'My Moment' Card

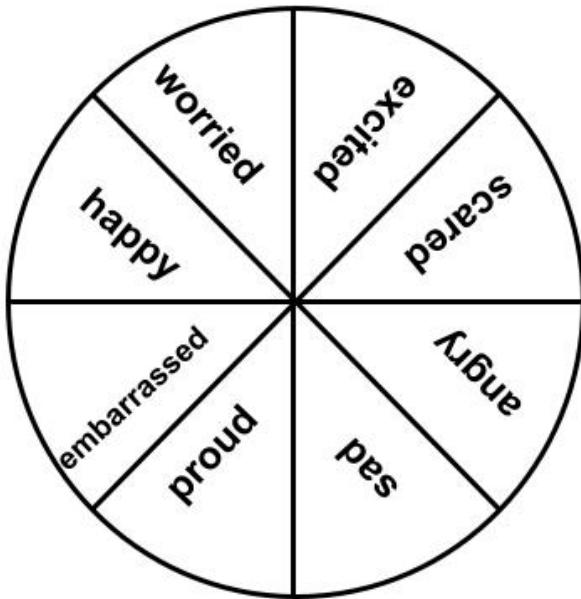
I chose to write about a time when I
felt _____ because _____

'My Moment' Card

I chose to write about a time when I
felt _____ because _____

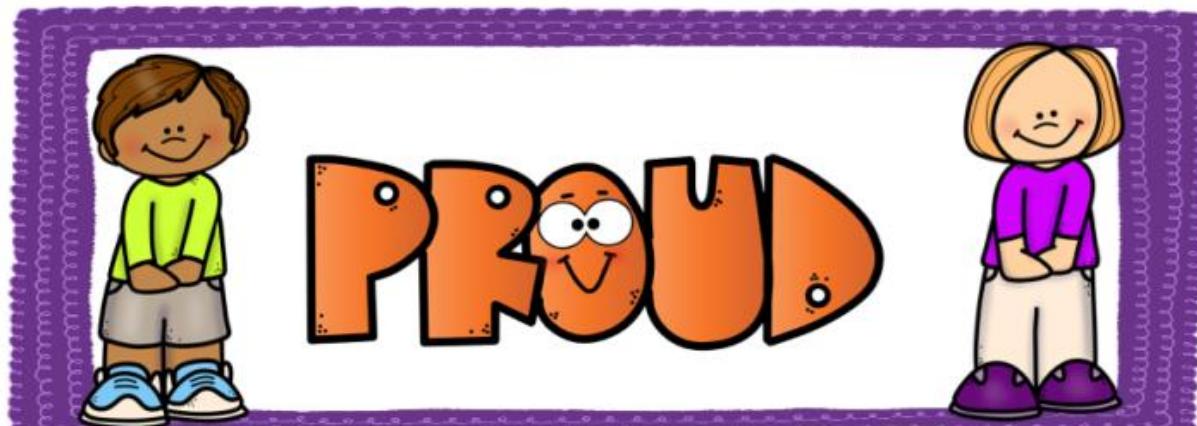
Emotions 😊

Directions: Use a paper clip and a pencil to spin the wheel. Read the word. Find the sentence to complete it with the emotion you read.



- I felt _____ when my stomach grumbled in class and everyone laughed at me.
- My mother was _____ of my brother for getting good grades in English.
- I felt _____ when all the lights in my house went off and I was alone.
- My sister is _____ because she is having a big birthday party.
- I felt so _____ when I dropped my ice cream in the playground yesterday.
- The teacher said that she was _____ about her mom.
- We are _____ with our new dog.
- They were because the teacher didn't give them time to play.

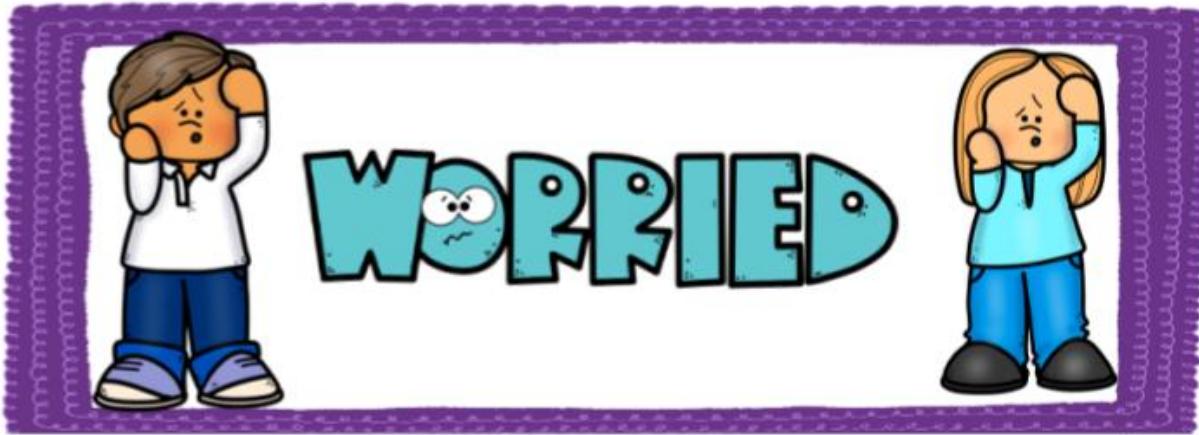
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Brainstorming: thinking of events you could write about.



ANGRY



EMBARRASSED



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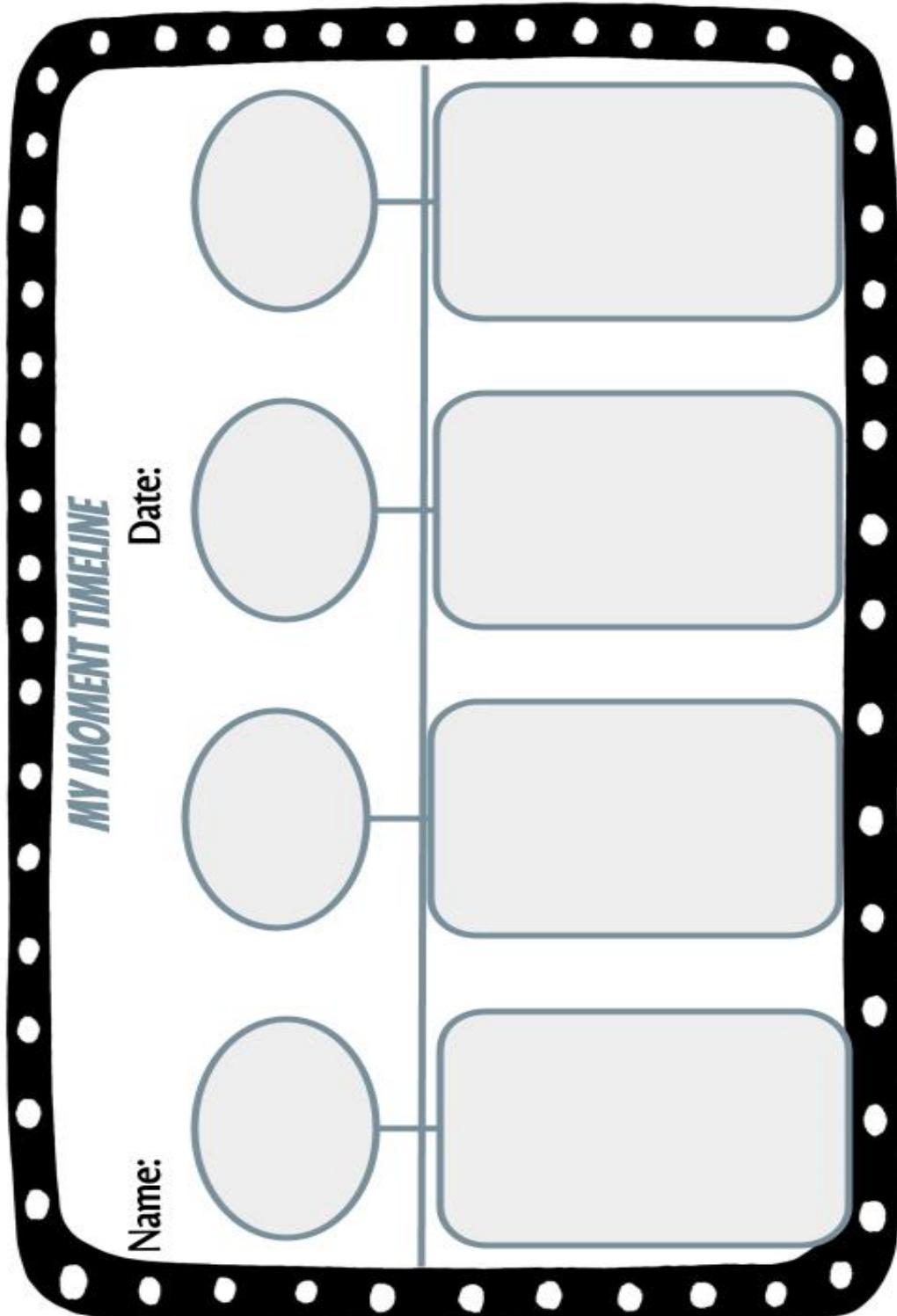
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Writing Lesson Plan 3 - Personal Narrative

Prewriting and Using Transition Words

Grade Level	2- Intermediate
Subject	Writing a Personal Narrative Prewriting, and Using Transition Words
✓ Preparation	
Content Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> → We will write a personal narrative in which we will recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. → With guidance and support from the teacher, we will organize information and ideas about an important moment to plan and prepare to write.
Language Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> • We will use the transition words <i>first</i>, <i>then</i>, <i>next</i>, and <i>last</i> to put our events in order.
Materials	<ul style="list-style-type: none"> • Timeline template • Words: first, then, next, last, for the word wall. • Fragments of a story to put in order using sequence words. • Checklist for assessment.
✓ Instruction	
Building Background (10 minutes)	<ul style="list-style-type: none"> ✓ The teacher will ask students what the class has been working on.
Key Vocabulary	<ul style="list-style-type: none"> ✓ The teacher will tell students that to create a good piece of writing it is important to follow steps. ✓ The teacher will ask students to mention what steps they have followed so far to plan their personal narrative. ✓ The teacher will display a chart with the transition words first, then, next, last. ✓ Students will explain what the class has done so far to start their personal narrative. ✓ Students should be able to mention that:
	<ul style="list-style-type: none"> → First, the class did its own definition of personal narrative.

	<p>→ Then, the class brainstormed ideas for the personal narrative.</p> <p>→ Last, each student chose an important event for the personal narrative.</p>
<p>Comprehensible Input (20 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<p>✓ The teacher will explain that what they have done so far is planning what they are going to write about, and today students will start prewriting by finding four important events in their story and using transition words to put them in order: <i>first, then, next, last</i>.</p> <p>✓ The teacher will explain that a transition word is a word that helps connect ideas. The transition words <i>first, then, next</i>, and <i>last</i> will help students connect four main events in their personal narratives.</p> <p>✓ The teacher will model how to break an event into four parts using the ‘moment’ card from the previous lesson and four transition words: <i>first, then, next, and last</i>. Some students might know other transition words and can use them as well.</p> <p>✓ The teacher will ask students to take their ‘moment’ card because they are going to use transition words for each event in the card.</p> <p>✓ Students will receive a timeline template in which they will illustrate and write the transition words and the four moments in their event.</p> <p>✓ Students will share their timelines with two classmates.</p> <p>✓ The teacher will give students fragments of a story that they will need to put in order (one, two, three, four), and add transition words.</p>
<p>✓ Review and Assessment (10 minutes)</p> <p>(Review of Key Vocabulary)</p>	<p>✓ Formative assessment:</p> <ul style="list-style-type: none"> • Observe students write four moments of the story and use transition words in a timeline. <p>✓ Summative assessment:</p> <ul style="list-style-type: none"> • Transition words and sequence of events in a story, activity to complete. • Use a checklist to assess the use of transition words and sequence of events in the story.



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Using Transition Words- Checklist

Lesson 3

Name: _____

	3	2	1
Student used transition words in the timeline.			
Student wrote four moments in the event.			

Read the sentences. Put the events in order using the transition words **first**, **then** and **last**.

A Very Special Place

I went to Super Mario's Restaurant for my birthday. It was a very special place because it was decorated with ornaments of Super Mario Bros.

_____ I was able to play in a virtual reality game! I enjoyed this game very much! This has been my best birthday celebration ever. I hope I can go there again!

_____ I ate some cookies with the shapes of Super Mario's characters. I was even able to take some home and share them with my friends.

_____ I got fruit juice in a plastic cup with the face of Luigi. That juice was delicious! I enjoyed the juice even more than the cookies.



Last



First



Then



Next

Writing Lesson Plan 4 – Personal Narrative

Writing a Draft

Grade Level	2- Intermediate
Subject	Writing a Personal Narrative – Writing a Draft
✓ Preparation	
Content Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> → We will write a personal narrative in which we will recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. → With guidance and support from the teacher, we will organize information and ideas about an important moment to plan and prepare to write.
Language Objectives	<ul style="list-style-type: none"> → We will use prompts to introduce our personal narrative. → We will use verbs in past tense to tell our personal narrative. → We will use the right sentence structure to write our personal narrative.
Materials	<ul style="list-style-type: none"> • Words and definitions: draft, details, introduction, body, ending, conclusion. • Image of a Christmas tree. • Model of personal narrative in four parts. • Prompts for introduction. • Paper for each part of the draft: introduction, body, body, and ending and conclusion. • Checklist for assessing of the draft.
✓ Instruction	
Building Background (10 minutes)	<p>✓ The teacher will start with the question: <i>Have you ever felt so much pain that you want to cry?</i></p> <p>✓ The teacher will brainstorm the students' ideas about what details are and explain that the personal narratives will need to have details to make them sound more interesting for the people that will read them. Those details include an introduction or opening such as <i>Have you ever felt so much pain that you want to cry? Have you ever felt so happy that you want to jump in the air?</i></p>
<i>Key Vocabulary: details, draft, introduction, body, ending, and conclusion.</i>	

	<ul style="list-style-type: none"> ✓ The teacher will explain that an introduction is the first sentence or sentences of a story. In a good introduction the author tries to make the reader interested in the story by saying something that will want them continue reading. ✓ The teacher will write the word <i>draft</i> on the board and will tell students that, as explained at the beginning of the lesson, what they will do today is called a draft because it will be a plan of their personal narrative with a “catchy” introduction, a body, and an ending and conclusion. ✓ The teacher will explain that partners and friends will revise the draft in order to check if some words or expressions could be changed. ✓ The teacher will ask students what kind of things they think would need to be changed when they write. ✓ The teacher will present a checklist of what is expected from the students’ draft, and what students will be looking for in their partners’ drafts.
<p>Comprehensible Input (25 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will ask students what the word <i>details</i> means and what kind of details can be added to the personal narrative. ✓ The teacher will show an image of a Christmas tree and will tell students that details are like ornaments on a Christmas tree that make it look better, more beautiful. We add ornaments, details, not only to the tree but also around it. ✓ The teacher will explain that the four parts of the personal narrative will need to show details, not only one sentence. ✓ The teacher will add the word details to the word wall or vocabulary wall. ✓ The teacher will present a model of a personal narrative for the students to follow. The model will be presented in four different pages, each one labeled as: introduction, body (with two paragraphs), and ending and conclusion. ✓ The teacher will explain that: <ul style="list-style-type: none"> • The introduction is the first part of the story, in which the narrative is presented. • The body is what follows and narrates the most important events.

	<ul style="list-style-type: none"> • The ending and conclusion tell what happened in the end and how the author of the story feels. <p>✓ The teacher will also present some prompts to help students with their starting sentence:</p> <ul style="list-style-type: none"> • Have you ever...? • Do you enjoy...? • How would you feel if ...? Well, that is what happened to me... • When was the last time that...? <p>✓ Students will start writing their personal narratives with the support of the teacher.</p> <p>✓ Students will use four pieces of paper, one for each part of their story, labeled <i>introduction, body, body, and ending and conclusion</i>.</p> <p>✓ Students will use the checklist presented by the teacher to check their work individually, with the help of a partner, and with the teacher.</p> <p>✓ The checklist presented will be about writing the draft, not revising it.</p>
<p>✓ Review and Assessment (10 minutes)</p> <p>(Review of Key Vocabulary)</p>	<p>✓ Formative assessment:</p> <ul style="list-style-type: none"> • The teacher will observe the work of the students when creating their sentences and narrating their story. <p>✓ Summative assessment:</p> <ul style="list-style-type: none"> • The students will have finished their draft and added details to their personal narratives. • Checklist for assessment of the draft.



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**Have you ever...
that ...?**

Do you enjoy ...?

**How would you feel if...?
Well, that happened to me
when**

**When was the last
time that...?**

Introduction:

is the first part of the story, in which the narrative is presented.

Draft:

Something such as a plan that may have changes made before you finish.

Details:

information that is related to a main fact.

Body:

is what follows and narrates the most important events.

Ending and conclusion:

tell what happened in the end and how the author of the story feels.

Introduction

Have you ever felt so
much pain that you
cry and scream?
That's what
happened to me last
summer when I broke
my arm in two parts!!

Body 1

First, it was a sunny day
and I was in the
backyard playing with my
dog. My mom came and
told me that we were
going to go to the beach.
I was so excited!

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Body 2

Next, I got in the car with my dog. I couldn't stop telling my mom what I was going to do when I got to the beach. I was going to build a sand castle, play with the dog, find kids to play with the ball, and swim.

Image created for this project

Ending and Conclusion

Finally, when we got there I jumped from the car so fast that I didn't hear when my mom told me not to get off yet. I fell and broke my arm in two parts. It hurt so much. I cried and screamed. My mom took me to the hospital where they put a cast. It was the worst day ever.



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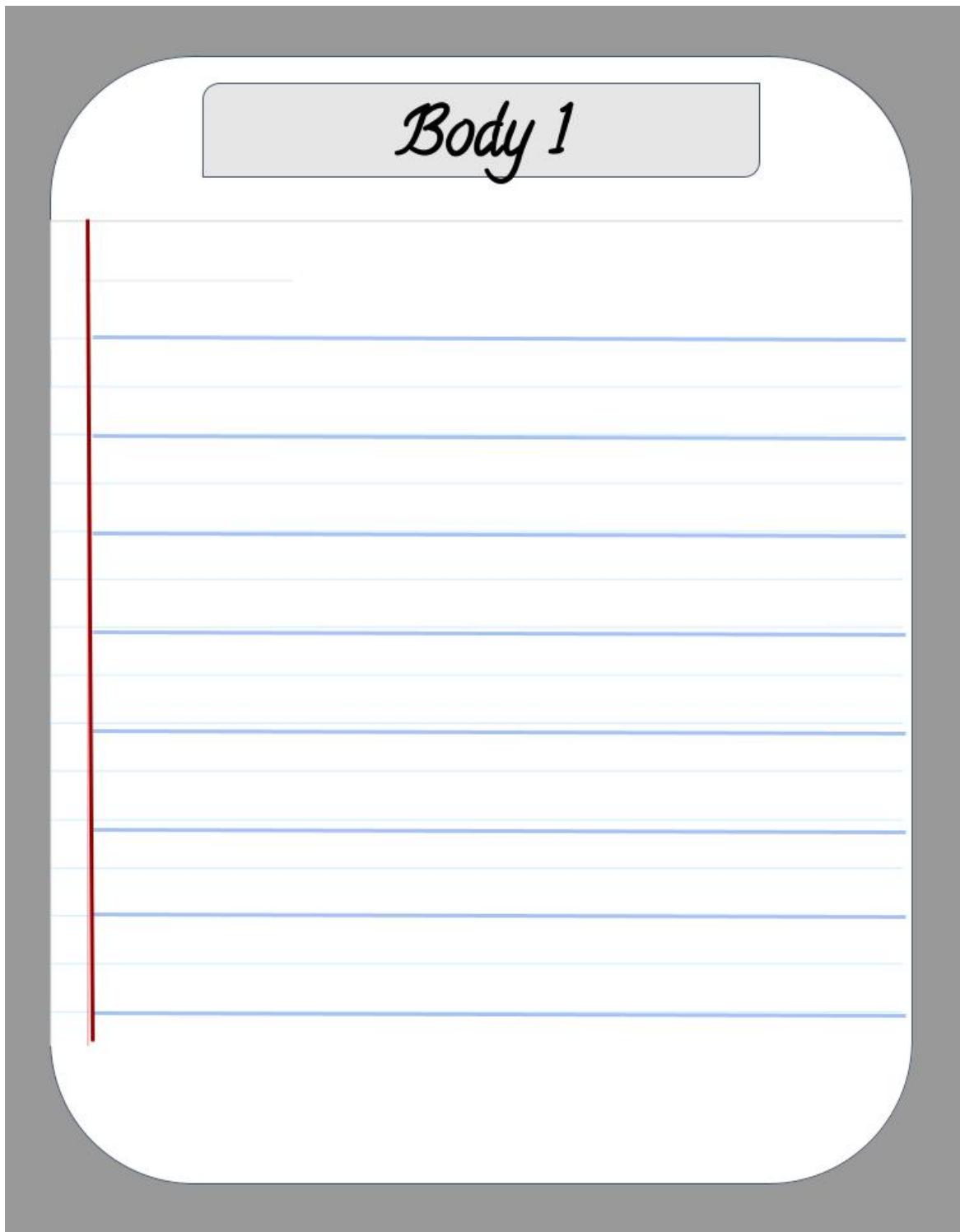


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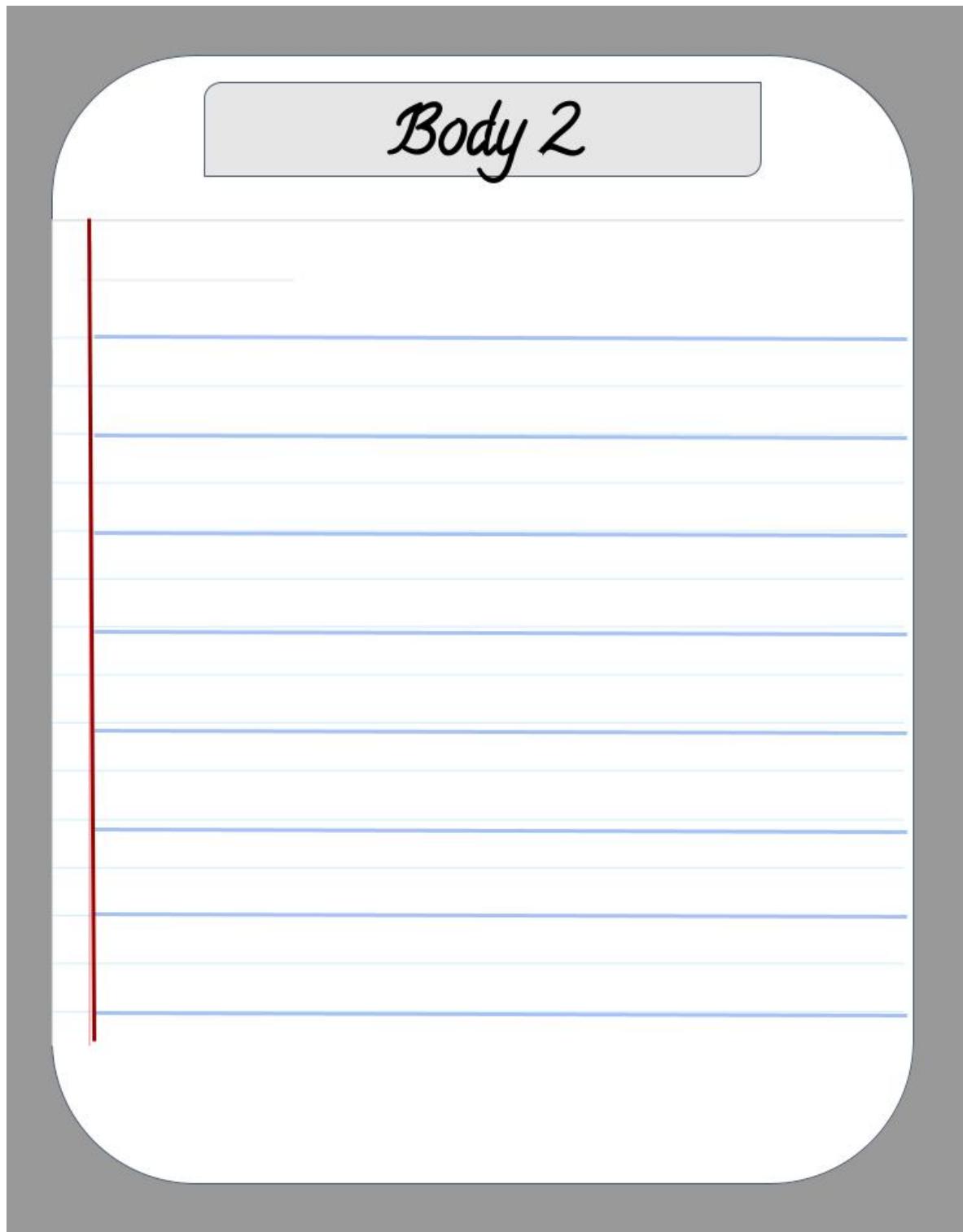
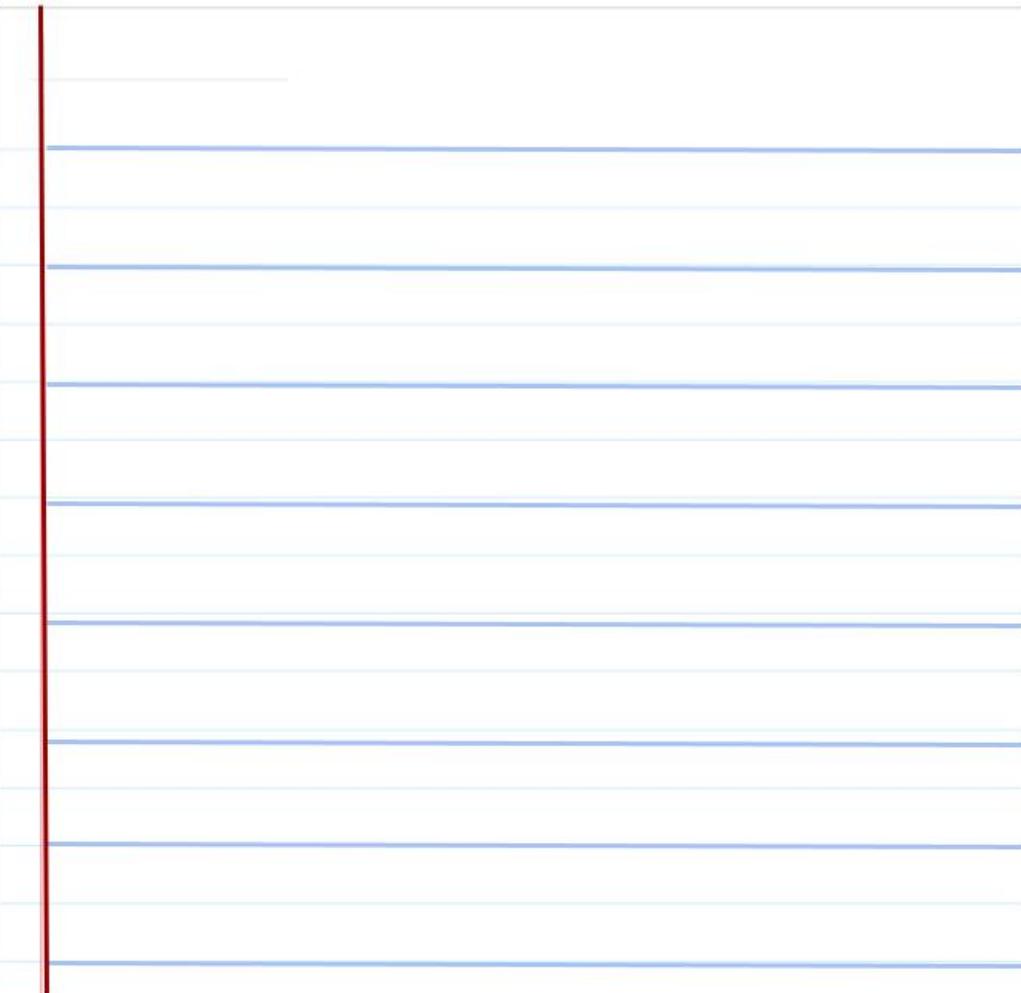


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Ending and Conclusion



A lined notebook page with a red margin line on the left and a red vertical line on the right. The page is otherwise blank, with no handwriting or other markings.

Image created for this project

Draft - Checklist

Lesson 4

Name: _____

Use a happy face, a straight face, and a sad face to check the draft.

	I check my work	My partner checks my work	My teacher checks my work
Student's work has all four parts.			
Student's draft has details.			

Writing Lesson Plan 5 – Personal Narrative

Revising, Rewriting and Publishing

Grade Level	2- Intermediate
Subject	Writing a Personal Narrative – Revising, Rewriting and Publishing.
✓ Preparation	
Content Objectives	<p>W.2.3</p> <p>→ We will write a personal narrative in which we will recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings.</p>
Language Objectives	<p>W.2.3</p> <ul style="list-style-type: none"> • We will use transition words to put our events in order. • We will work with our teacher and peers to revise and edit our work. <p>→ We will use verbs in past tense to narrate a moment during our favorite celebration.</p>
Materials	<ul style="list-style-type: none"> • Checklist for students. • Rubric for revision- conferencing with the teacher • Sentences to correct.
✓ Instruction	
Building Background (15 minutes)	<ul style="list-style-type: none"> ✓ The teacher will present some sentences on the board.
Key Vocabulary	<ul style="list-style-type: none"> ✓ The teacher will use think-pair-share to ask students to read the sentence and decide what the mistakes in the sentence, if any, are. ✓ Each student will think individually on the sentence drawing their own conclusions. ✓ Then the teacher will ask students to talk to a partner about the sentence. ✓ In the sentence: <i>That day I fel very sad because I want to go to see my grandparents</i> the verb <i>felt</i> has been misspelled and <i>want</i> should be in past tense because we are narrating something that happened in the past and how we felt about that event. ✓ The teacher may use the following sentences:

	<p><i>First, I pack my bag and got in the car. the day was cold and rainy. My parents were worried about me. We were very happy.</i></p>
<p>Comprehensible Input (15 minutes)</p> <p>(strategies, interaction, practice and application, lesson delivery)</p>	<ul style="list-style-type: none"> ✓ The teacher will present a checklist for students to revise their peer's work. ✓ The teacher will explain that it will be used to check that: <ul style="list-style-type: none"> • The student used an introductory sentence to begin the personal narrative. • The story has two paragraphs (body). • The story has an ending and a conclusion. • Student used transition words: first, then, next, and last. • The sentences begin with an uppercase letter and end with a period. ✓ Students will use the checklist to revise a partner's story. They will work in pairs. ✓ The teacher will conference with the students about their work. ✓ Students will rewrite their narratives after being revised and will get ready to share them in small groups.
<p>✓ Review and Assessment (20 minutes)</p> <p>(Review of Key Vocabulary)</p>	<ul style="list-style-type: none"> ✓ Formative assessment: <ul style="list-style-type: none"> • The teacher will observe the interactions and language used among students when revising their work. • Checklist for peer revision. ✓ Summative assessment: <ul style="list-style-type: none"> • Rubric for revision. • Presentation of personal narratives in small groups.

Find the Mistake

First, I pack my
bag and got in
the car.

Find the Mistake

the day was
cold and rainy.

Images created for this project

Find the Mistake

My parents were
worrid about mi

Find the Mistake

We wer bery
japy

Images created for this project

Introduction



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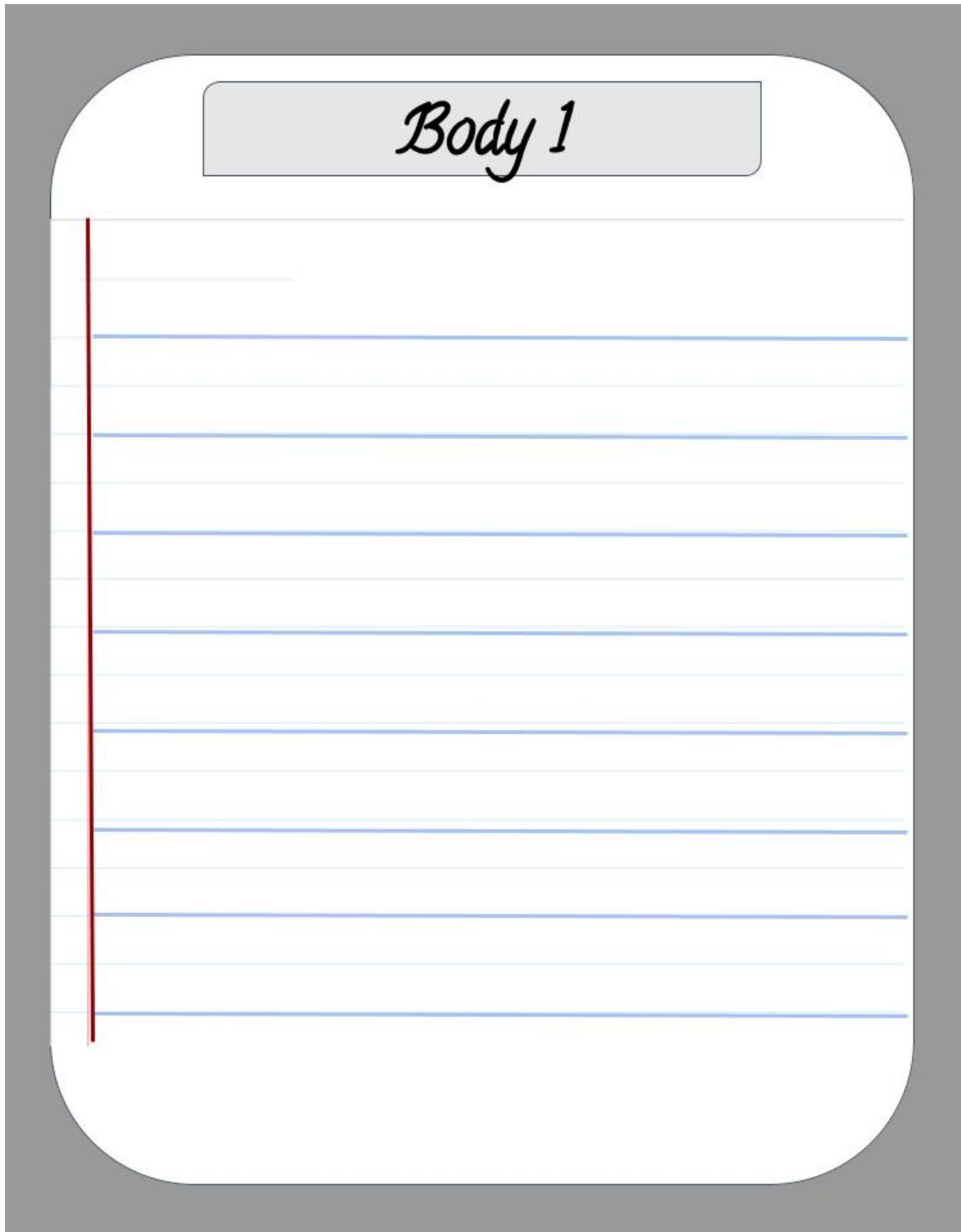


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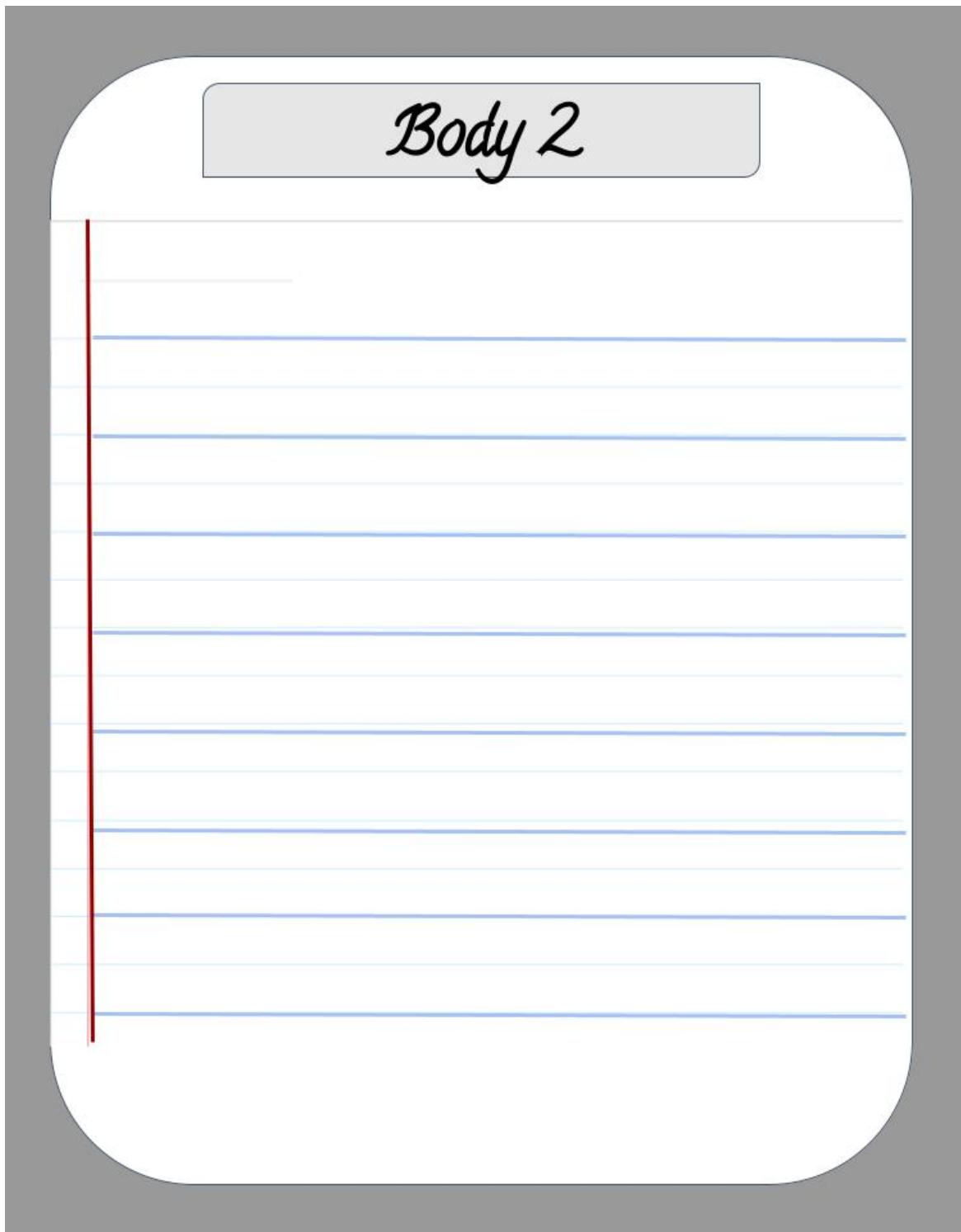


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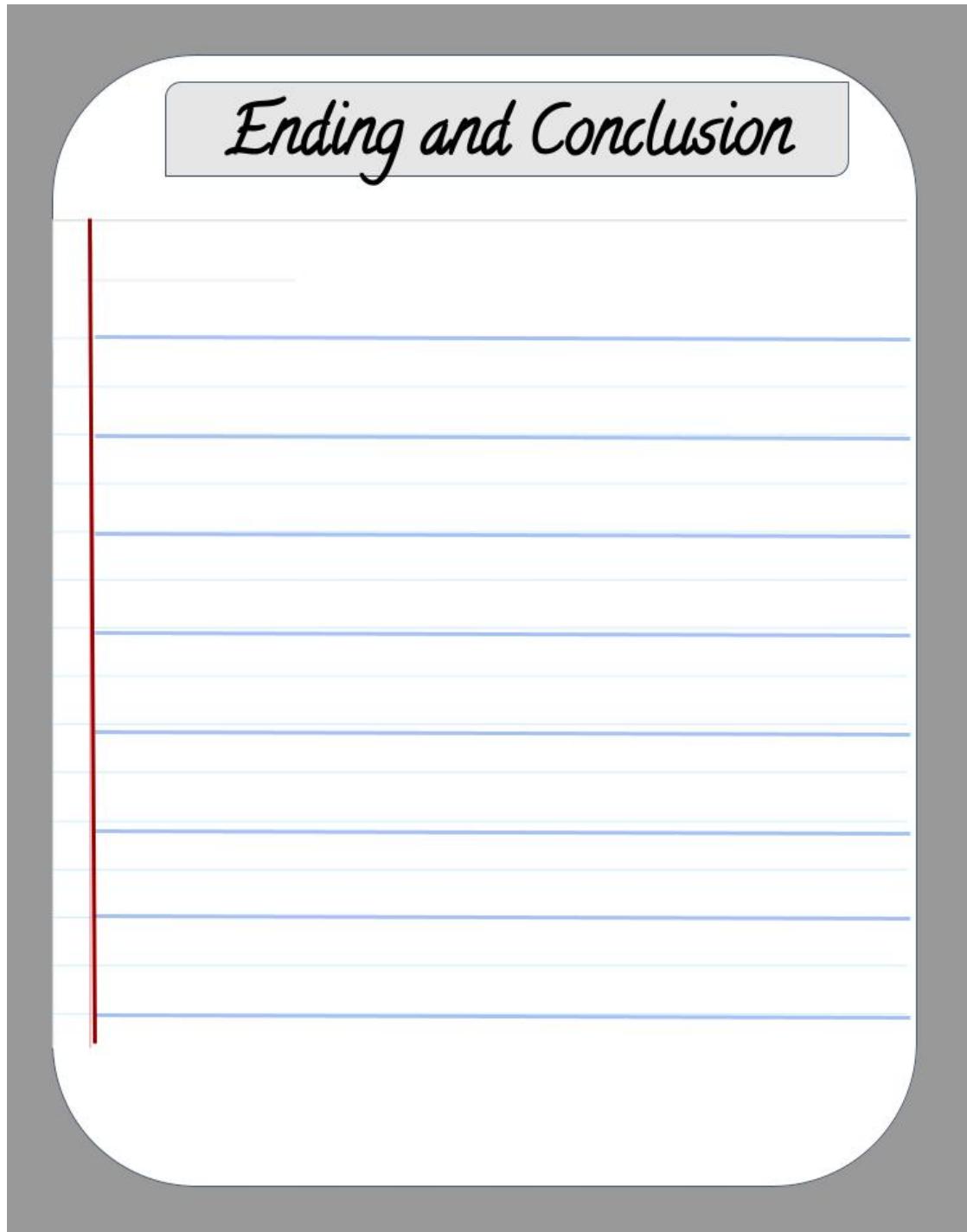


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Revising my Work - Checklist

Lesson 5

Name: _____

Use a happy face, a straight face, and a sad face to check the draft.

	I check my work	My partner checks my work
Student used an introductory sentence to begin the personal narrative.		
The story has two paragraphs (body)		
The story has an ending and a conclusion.		
Student used transition words: first, then, next, and last.		
The sentences begin with an uppercase letter and end with a period.		

Personal Narrative- Rubric
Lesson 5

Name: _____

	3	2	1
My personal narrative has an introduction.	My personal narrative has an interesting introduction.	My personal narrative has an introduction, but it is not interesting.	My personal narrative does not have an introduction.
My personal narrative has transition words.	My personal narrative used transition words that I learned or I already knew.	My personal narrative only has one or two transition words.	My personal narrative does not transition words or only the transition word <i>first</i> .
My sentences in the personal narrative start with an uppercase and end with a period.	All my sentences started with an uppercase and ended with a period.	Not all, but most of my sentences started with an uppercase and ended with a period.	Only a few of my sentences started with an uppercase and ended with a period.
My personal narrative has an ending.	I wrote an interesting ending.	I wrote an ending with no details.	My personal narrative does not have an ending.

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Chapter 5: Conclusion

Writing is a skill that demands much preparation from teachers and interest and motivation from students. Writing in a second language can be difficult and challenging. Although researchers in writing in English as a second language agree that there are many similarities between writing in a first and a second language, the research for this project helped me realize the importance of considering the differences between writing in a first language and writing in a second language. This realization is evident for ESL teachers, but it is still unknown for many content area teachers who have ESL students in their classrooms. One of the aspects to consider when teaching writing to ESL students is the fact that having ESL students in the classroom makes content teachers also language teachers, a reality that they do not know, and has not been addressed in schools. Another aspect is the fact that ESL students bring their cultural and social background to the classroom, characteristics that teachers should consider as part of knowing their students and also important to incorporate when planning writing for ESL students. A third aspect to emphasize is the importance of using extra materials in terms of visuals, hands on, graphic organizers and relevant cultural texts as ways to support teaching in the classroom and make ESL students feel involved with their culture. In the research that I presented for this project, it was noted that ESL students need visual aids because they begin the process of writing unaware of the way in which the English language works. Such process, which is unconscious for native speakers of English, creates more difficulty for ESL students.

In my experience, general content teachers of ESL students believe that the same activities that they plan for native speakers can be used and will be successful in teaching ESL

students. When ESL students do not respond to such activities and continue struggling with any of the English domains, general content teachers attribute the responsibility to the work of ESL teachers or to the literacy background of ESL students. General content teachers are often unaware of the characteristics of their ESL students because the education programs they have attended do not offer classes or emphasize the importance of considering the tools that are necessary to teach ESL students. More than ten percent of students in pre-K-12 schools were made up of ESL students in 2014. Thus, colleges, education programs, and school systems must realize that they need stronger support and assistance programs to equip their general content teachers to work with ESL learners.

This was a challenging project. I started thinking that five lessons, each one delivered in a frame of 50 to 60 minutes, would be enough to teach one type of writing to second grade students. However, as I was planning, I realized that, since part of teaching writing involves devoting time to the writing process, more lessons on the same topic could help develop a closer approach to teaching informational texts or personal narratives. Despite that challenge, the handout created offers many of the tools that second grade intermediate ESL students and teachers need to know in order to start writing personal narratives and informational texts in the second language as well as following the writing process and assessing the work. In addition, the resources provided are useful as samples for teachers related to the types of materials that can be used in their writing classes. I hope that this handout can be used as a reference for general content teachers interested in exploring additional ways to support the learning process of their ESL students. It is also in my interest that these types of projects start conversations in school settings about the importance of training general content teachers in the area of working with ESL students, emphasizing the fact that all teachers are language teachers if they have students

of other languages in their classrooms. In addition, my hope is that through this project, all teachers can use it as a starting point to develop successful learning experiences for ESL students that help them increase their academic language and improve in the four language domains.

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